HAMILTON COLLEGE
CATALOGUE
2019-20

HAMILTON COLLEGE ACADEMIC CALENDAR 2019-2000

Aug.	20-28	Tuesday – Wednesday	New student orientation
	27	Tuesday	Residence halls open for upper class students, 9 a.m.
	29	Thursday	Fall semester classes begin, 8 a.m.
Sept.	6	Friday	Last day to add a course, 2 p.m.
	20	Friday	Last day to exercise credit/no credit option, 3 p.m.
	26-29	Thursday – Sunday	Fallcoming and Family Weekend
Oct.	4	Friday	Last day to declare leave of absence for spring semester 2020
	11	Friday	Academic warnings due
	16	Wednesday	Fall Recess begins, 4 p.m.
			Last day to drop a course without penalty, 3 p.m.
	21	Monday	Classes resume, 8 a.m.
Nov.	1-22		Registration period for spring 2020 courses
	22	Friday	Thanksgiving recess begins, 4 p.m.
Dec.	2	Monday	Classes resume, 8 a.m.
	13	Friday	Fall semester classes end
	14-16	Saturday – Monday	Reading period
	16-20	Monday – Friday	Final examinations
	21	Saturday	Residence halls close, noon
Jan.	17-20	Friday – Monday	New student orientation
	19	Sunday	Residence halls open, 9 a.m.
	20	Monday	Martin Luther King, Jr. Day holiday
	21	Tuesday	Spring semester classes begin, 8 a.m.
	29	Wednesday	Last day to add a course, 2 p.m.
			Last day for seniors to declare a minor
Feb.	7	Friday	Last day to exercise credit/no credit option, 3 p.m.
	10-14	Monday – Friday	Sophomores declare concentration
	28	Friday	Last day to declare a leave of absence for fall semester 2020
March	6	Friday	Academic warnings due
	13	Friday	Spring recess begins, 4 p.m.
			Last day to drop a course without penalty, 3 p.m.
	30	Monday	Classes resume, 8 a.m.
April	1-25		Registration period for fall 2020 courses
May	9-10	Saturday – Sunday	Reading Days
	11	Monday	Class & Charter Day; spring semester classes end at 4 p.m.
	12-13	Tuesday – Wednesday	Reading days
	13-17	Wednesday – Sunday	Final examinations*
	24	Sunday	Commencement
	25	Monday	Residence halls close for seniors, noon

** Non-senior students are expected to vacate residence halls 24 hours after their last exam.*

EDUCATIONAL GOALS & CURRICULUM

Hamilton College is committed to the intellectual and personal development of students. We seek to nourish a love of learning, a creative spirit, and an informed and responsible engagement with an ever-changing world. To promote these qualities, the College challenges all of its students to work with their advisors to devise an educational program (including credit-bearing courses, co-curricular work, and extracurricular activity) that fosters the fulfillment of the eight educational goals.

> **Intellectual Curiosity and Flexibility** — examining facts, phenomena and issues in depth, and from a variety of perspectives, and having the courage to revise beliefs and outlooks in light of new evidence
>
> **Analytic Discernment** — analyzing information, patterns, connections, arguments, ideas, and views quantitatively and symbolically
>
> **Aesthetic Discernment** — evaluating quality and value in a variety of artistic and other intellectual domains
>
> **Disciplinary Practice** — engaging in the focused and sustained practice of disciplinary techniques and methodologies in order to acquire mastery of a specific ability or craft
>
> **Creativity** — imagining and developing original ideas, approaches, works and interpretations, and solving problems resourcefully
>
> **Communication and Expression** — expressing oneself with clarity and eloquence, in both traditional and contemporary media, through writing and speaking, and through visual, aural, gestural, and other modalities
>
> **Understanding of Cultural Diversity** — critically engaging with multiple cultural traditions and perspectives, and with interpersonal situations that enhance understanding of different identities and foster the ability to work and live productively and harmoniously with others
>
> **Ethical, Informed and Engaged Citizenship** — developing an awareness of the challenges and responsibilities of local, national, and global citizenship, and the ability to meet such challenges and fulfill such responsibilities by exercising sound and informed judgment in accordance with just principles

In pursuing these goals, students should progress meaningfully along a path toward fulfilling their potential for being thoughtful, responsible, and purposeful individuals with the capacity to make a positive difference in the world.

A Liberal Arts Education at Hamilton College

I. Foundations
The faculty expects that students will attain a high level of engagement early in their studies and will develop as creative and critical thinkers, writers, and speakers. To achieve these aims, the College requires students to complete the Writing and Quantitative and Symbolic Reasoning programs, and the Social, Structural, and Institutional Hierarchies requirement.

The Writing Program: Students must pass at least three writing-intensive courses.

The Quantitative and Symbolic Reasoning Program: Every student must pass at least one designated quantitative and symbolic reasoning course. This requirement should be completed by the end of the second year.

The Social, Structural, and Institutional Hierarchies Requirement: Beginning with the Class of 2020, every student must complete a concentration requirement that will focus on an understanding of structural and institutional hierarchies based on one or more of the social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and abilities/disabilities.

In addition, the College encourages students to participate in the First-Year Course and Proseminar programs.

The First-Year Course Program: First-year courses are a set of small courses or sections of courses open only to first-year students. These courses are designed to address students' academic transition to college and to provide an introduction to a liberal arts education. They also offer an opportunity for close interaction and the development of strong relationships among first-year students and instructors. Each first-year course will be a Writing Intensive (WI), Quantitative and Symbolic Reasoning (QSR) or Speaking Intensive (SI) course.

The Proseminar Program: Proseminars emphasize active participation and engagement in learning. Proseminars offer intensive interaction among students, and between students and instructors, through emphasis on writing, speaking, and discussion, and other approaches to inquiry and expression that demand such intensive interaction. Descriptions of proseminars are available in the Catalogue.

II. Breadth in the Liberal Arts

As a liberal arts college, Hamilton expects students to undertake coursework in a wide variety of disciplines, to explore areas unfamiliar to them, and to make connections across courses and disciplines. A liberally educated person studies in the traditional academic divisions of the arts, foreign languages, the humanities, mathematics, the sciences, and the social sciences. Hamilton also emphasizes cultural analysis, including the study of non-Western traditions and of diversity in the United States. Students will work with their advisors to determine how best to achieve this intellectual balance.

III. Concentration

Each student must meet the requirements for a concentration, including a requirement that will help students gain an understanding of structural and institutional hierarchies based on one or more of the social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and abilities/disabilities.

IV. Senior Program

All students are required to complete the Senior Program in their concentrations as a means of demonstrating an appropriate level of mastery of the content and methods of a discipline. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration. Building on their courses and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, aural, or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and aural components.

Students make progress toward meeting these goals by studying broadly across diverse areas of inquiry, guided by their advisors, and investigating a particular area of study more thoroughly by completing a concentration of their choosing. A faculty advisor assigned to each student provides information, advice, and dialogue about choice of courses as the student strives to meet these goals. For many faculty members and students, this relationship will be as important as any they form. As the primary intellectual guide, the faculty determines the fundamental structure and the basic requirements of the curriculum in light of the liberal arts tradition and its appropriate adaptation to the contemporary world.

In sum, our mission is to provide an educational experience that emphasizes academic excellence and the development of students as human beings, as we prepare them to make choices and accept the responsibilities of citizenship in a democratic world of intellect and diversity.

ACADEMIC PROGRAMS

The College Year
The College's calendar consists of two 14-week semesters. Students will normally elect four full-credit courses each semester to meet the minimum graduation requirement of 32 credits.

Academic Advising
The College relies heavily on a system of academic advising to assist students as they establish their academic goals and select courses. Each advisor is a member of the faculty with a term of service beyond one year. Although students ultimately decide which courses to take, their advisors help them determine the level and sequence of courses appropriate to their needs and guide them in planning a balanced four-year program. Each first-year student is assigned a faculty advisor who provides guidance during the first and second years. In the second semester of the second year, students elect their concentration, after which time advising becomes the responsibility of a faculty member in the student's field of study.

Concentrations
Among the requirements for graduation is the successful completion of a concentration (major) offered by several departments and programs of instruction. The number of courses comprising a concentration normally ranges from eight to 10. Every student is required to complete a senior program as defined by his or her concentration.

Africana Studies
American Studies
Anthropology
Arabic**
Archaeology
Art
Art History
Asian Studies (China, India, Japan)
Astronomy*
Biochemistry/Molecular Biology
Biology
Chemical Physics
Chemistry
Chinese
Cinema and Media Studies
Classics
Communication*
Comparative Literature
Computer Science
Creative Writing
Dance and Movement Studies
Digital Arts*
East Asian Languages and Literatures
Economics
Education Studies*
English
Environmental Studies
French and Francophone Studies
Geoarchaeology
Geosciences
German, Russian, Italian, Arabic
German Studies
Government
Greek: see Classics
Hebrew**
Hispanic Studies
History
Interdisciplinary Concentration
Italian**
Japanese*
Jurisprudence, Law and Justice Studies*
Latin: see Classics
Latin American Studies*
Linguistics*
Literature and Creative Writing
Mathematics and Statistics
Medieval and Renaissance Studies*
Middle East and Islamic World Studies*
Music
Neuroscience
Philosophy
Physics
Psychology
Public Policy
Religious Studies
Russian Studies
Sociology
Spanish
Statistics
Theatre
Women's and Gender Studies
World Politics

**Minor only* ***Not offered as a major or minor*

Senior Program
All students are required to complete the Senior Program in their concentrations. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration. Students use the methodology and knowledge gained in their first three years of study. Building on

their courses and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, oral or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and oral components. This requirement allows seniors to demonstrate at an appropriate level their mastery of content and the methods of the discipline.

Senior Fellowship Program
Each spring, the vice president for academic affairs/dean of faculty designates up to seven academically outstanding members of the junior class as senior fellows. Students in the junior year may become candidates by submitting a proposal for a senior year of independent study. Senior fellows are exempt from taking a normal course load in the conventional curriculum, and they need not complete concentration requirements; they may take such courses as are appropriate to their fellowship projects and their educational goals. A written thesis is required at the close of the fellowship year, along with a public lecture to the College community. Evaluation is made by the advisors and an examination committee.

Study Abroad Programs

Hamilton students may gain approval to study abroad in their junior year, though occasionally students are allowed to study abroad in the spring of the sophomore year or fall of the senior year.

The College sponsors or is affiliated with its own study abroad programs in China, France, and Spain. In addition, students may also select from more than 100 programs throughout the world. Hamilton's programs in the Adirondacks, New York City, Washington, D.C., and at the New England Center for Children in Boston provide students with opportunities to combine rigorous academic preparation with practical experience within the United States.

Cooperative and Affiliated Programs
Hamilton has established cooperative arrangements with several institutions to expand educational opportunities for students. Several instances are described below. Students enrolled in cooperative programs receive a Hamilton degree only upon demonstrating to the department in which they concentrate that they have fulfilled concentration requirements and have satisfied the goals of the College. If the concentration requirements have not been met by the end of the junior year, they may, with the approval of the department, be completed at the cooperative institution.

American Council of Teachers of Russian Undergraduate Program — Hamilton has been designated as a host institution for students from the Russian Federation and other nations of the former Soviet Union. Each academic year, one or more Russian students has the opportunity to study at Hamilton. In the past the College has hosted students from Kazan, Voronezh, St. Petersburg, Moscow, Almaty, Everan, and numerous other cities in the New Independent States (NIS). The program is funded by the U.S. Information Agency and the governments of the NIS.

Assurance of Admission: Master of Arts in Teaching — As a result of an agreement with Union Graduate College, well qualified Hamilton students can gain assurance of admission to Union Graduate College's Master of Arts in Teaching program. The M.A.T. degree will normally require two summers and one academic year in residence at Union College and carries with it secondary school teaching certification. Students interested in pursuing this option should contact Chaise Ladousa, chair of the Education Studies Program committee, preferably no later than the fall semester of their junior year.

Cooperative Engineering Program — Liberal arts-engineering (3-2) plans are in effect with Columbia University, Rensselaer Polytechnic Institute, and Washington University in St. Louis, whereby students spend three years at Hamilton and then two years at the cooperating engineering school. At the end of this period, the student earns an A.B. from Hamilton and a B.S. from the engineering school. Hamilton also offers access to a combined plan at the Thayer School of Engineering at Dartmouth College. This program is on a 2-1-1-1 schedule. The student completes two years at Hamilton, the junior year as a visiting student at Dartmouth and returns to Hamilton to complete the senior year and to earn the A.B. The student then returns to Dartmouth to finish the second year of engineering studies and to receive a degree in engineering. Admission to these programs in the traditional divisions of chemical, civil, electrical, and mechanical engineering — and now many others such as biomedical, computer, and environmental engineering — is based on obtaining a GPA of 3.0, or a B average, and the positive recommendation of the Department of Physics. Various 4-2 plans lead to different degree options. For details, consult with the engineering advisor, Gordon Jones.

Cooperative Law Program — The Hamilton cooperative law program permits highly qualified students to enter the Columbia University School of Law after completion of their junior year. The program in Accelerated Interdisciplinary Legal Education permits these students to earn both the Hamilton baccalaureate degree and the Columbia juris doctor degree after three years of study at each institution. Interested students should consult Douglas Ambrose in the History Department no later than the first semester of their junior year.

Direct Admission MBA Program — Under a direct admission agreement with the William E. Simon School of Business Administration at the University of Rochester, Hamilton will recommend students who are especially well prepared to proceed directly to the MBA program upon earning their undergraduate degree. Drawing on the College's recommendations, the Simon School will select candidates, preferably by the end of their Hamilton junior year, who have demonstrated above average maturity and strong academic preparation, regardless of undergraduate major. The Simon School will evaluate candidates through a priority interview with a Simon School graduate or a member of the admissions committee. The application fee will be waived. Hamilton students admitted to the Simon School by direct admission should complete business-related summer internships or work experience, or both, during their undergraduate years. The Simon School will provide counseling and support to identify pre-MBA internships and offers merit-based support. For more information about direct admission with the Simon School, see Ann Owen in the Economics Department.

Study at Neighboring Institutions — With appropriate approval (see "Transfer of Credit" under "Academic Regulations"), a Hamilton student may take coursework toward the baccalaureate degree at neighboring institutions during the fall and spring semesters. In recent years, students have enrolled at Colgate University and Utica College. Usually one course is taken at a neighboring institution while the rest of the work is done at Hamilton.

Students with Disabilities

Students with learning disabilities may request special arrangements for academic activities. These students must provide to the associate dean of students for multicultural affairs and accessibility with recent documentation from a qualified professional with expertise in the appropriate field. The documentation should include a specific diagnosis, information regarding onset, longevity and severity of symptoms, evidence of how the disability and/or related medications and treatments interfere with or limit any major life activity (for example, participation in the courses, programs, and activities of the College), recommended accommodations, and an explanation regarding why the recommended accommodations are needed.

The associate dean will use the information provided and consult with faculty and qualified professionals, as needed, to help student develop a system of support, appropriate to his/her needs. Requests for accommodations should be made in advance of the start of each semester (by July 1 for fall enrollment and January 1 for spring enrollment).

To notify the College of a disability and request accommodations, contact the Associate Dean of Students for Multicultural Affairs and Accessibility Services, Hamilton College, Clinton, NY, 13323 (Phone: 315-859-4021).

ACADEMIC REGULATIONS

Due to the coronavirus pandemic and subsequent move to remote learning, the faculty voted to adopt a credit/no credit/incomplete grading policy for all Spring 2020 courses except those originally graded as satisfactory/unsatisfactory. (Posted April 9)

Requirements for the Baccalaureate Degree

To qualify for the baccalaureate degree, a student must meet the degree requirements established by the faculty for the class in which he or she has matriculated.

Honor Code
Matriculation at Hamilton is contingent upon a student's written acceptance of the Honor Code regulations. The code covers all coursework and course examinations at Hamilton during a student's college career. Complaints alleging violations of the Honor Code shall be submitted in writing by instructors or students to the chair of the Honor Court or to the associate dean of students (academics).

Course Units
The number of full-credit courses (or the equivalent) required for graduation is 32. They must be completed with passing grades; a grade of C- or higher must be achieved in at least one-half of the courses taken at Hamilton. No more than 15 course credits in a single department earned after entering the College, including transferred credits, may be counted toward the courses required for graduation. Each unit of credit is equivalent to four semester hours. Each Hamilton course is equivalent to four credit (or semester) hours, unless otherwise noted in the course description. Each course expects at least three hours of study for each class hour or a total of 12 hours per week.

Residence
A student must complete at least one-half of the courses required for graduation while in residence at Hamilton and be in residence for the final semester of study. Residence means enrollment in programs conducted by the College, on or off campus.

Time for Completion of the Degree
The normal pattern for earning the baccalaureate degree is four consecutive years of study. The requirements must be completed within seven calendar years from the date of matriculation.

Concentration
A student must complete the requirements for a regular concentration, a double concentration or an interdisciplinary concentration with a cumulative average of at least 1.7 in all courses taken at Hamilton that are approved for the concentration. All students must complete the Senior Program in their concentrations.

Each student elects a concentration in the second semester of the sophomore year. For each student the requirements for the concentration elected are those specified in the edition of the *College Catalogue* published for that student's sophomore year.

Regular Concentration — Students declare their concentrations in the spring of their second year, before preregistration for fall semester courses. By the end of the second year, a student must have completed at least two courses in the department or program of concentration, and must have received a cumulative average of 1.7 or higher for all work taken in that department or program. The concentration is listed on the official transcript. A student may change from one concentration to another only with the approval of the departments or programs involved and the Committee on Academic Standing.

Double Concentration — While students normally declare a single concentration, it is possible for a student to complete and gain recognition for concentrations in two departments or programs, provided that approval to elect a double concentration is granted by the department or program chairs involved. A student may not count a course as part of the concentration requirements in more than one department or program. When approved, both concentrations are listed on the official transcript. Those who have been granted permission for a double concentration may drop one of them at any time by informing the appropriate department chair and the registrar. A student who declares a double concentration may not also declare a minor.

Interdisciplinary Concentration — A student may design and declare an interdisciplinary concentration involving two or more departments. After consulting with and gaining approval from the appropriate department chairs, the student must submit the proposed interdisciplinary concentration in writing for approval by the Committee on Academic Standing, which will evaluate the proposal according to standards similar to those for a regular concentration. The student must have a cumulative average of at least 1.7 in all courses approved for the concentration. The student must specify a Senior Program that meets the approval of the committee.

Minors — A student with a concentration in a single department or program may declare a minor in one or two other departments or programs that offer a minor. Students declaring a minor are strongly encouraged to consult with the appropriate department or program chair. Normally, a student should declare a minor early in the spring of their junior year. To declare a minor, a student must have completed at least one course in the discipline and have declared a concentration. The student must have earned a GPA of at least 1.7 in all courses counting toward the minor. This average must be maintained if the minor is to be listed along with the concentration on the official transcript. A minor consists of five courses, not only at the introductory level, as approved by the department or program under which the work is undertaken. A student may not count any course as part of both a concentration and a minor, or as part of two minors.

Senior Program
All students must complete a Senior Program in their concentrations.

Standards for Written Work
The College requires satisfactory standards of correctness in all written work. Students are encouraged to take writing-intensive courses, which are offered by most departments and programs. Writing-intensive courses include any so designated by the Committee on Academic Policy. The description of each course indicates whether it is writing-intensive.

The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. One must be taken during the first year of study and a second completed by the end of the second year. This requirement should be completed by the end of the junior year.

Writing-intensive courses in mathematics or courses in which assignments are written in a language other than English may count for no more than one of the three required courses. In exceptional circumstances, the Committee on Academic Standing will allow a student to earn no more than one writing-intensive credit by completing a suitably constructed independent study. At least one course must be outside the student's area of concentration.

Writing-Intensive Student Learning Outcomes

- Students will refine their writing through a recursive process that involves drafting, revising, and receiving feedback from readers.
- Students will substantiate and develop ideas through the analysis of evidence and the critical use of sources.
- Students will employ appropriate rhetorical strategies and mechanical conventions for specific disciplines, audiences, genres, and media.
- Students will properly incorporate, cite, and document sources.

Standards for Oral Communication
The College requires effective use of public and academic discourse as defined and appraised by the faculty and the College community. Many courses across the curriculum, including proseminars and seminars, require class participation through discussion, performance, and debate, as well as through individual or group presentations. Most departments require a public presentation of their concentrators' Senior Projects. Students may develop their speaking abilities and public presence through courses designated as "Speaking Intensive" (SI). Course descriptions found in the online catalogue include "Oral Presentation" if an instructor has designated a course as such. Students who experience difficulty in meeting the College's expectations for effective oral communication are encouraged to pursue a plan for progress in consultation with their instructors, advisor and/or associate dean of students (academic).

Standards for Quantitative Work
Hamilton expects that every student will demonstrate facility in quantitative and symbolic reasoning by completing one or more courses in at least one of the following three categories:

1. *Statistical Analysis.* The use of statistical analysis to describe data and to make inferences.
2. *Mathematical Representation.* The use of mathematical models such as those based on graphs, equations, and geometric objects to represent patterns, relationships, and forms.
3. *Logic and Symbolic Reasoning.* The use of formal logic or symbolic reasoning such as in the following examples: the proper construction of a computer program or a formal proof, the analysis of language in linguistics, or the study of music theory.

Courses across the curriculum that fulfill this requirement are described as Quantitative and Symbolic Reasoning courses under Courses of Instruction. They are also listed online in Web Advisor and in the printed course schedule booklet distributed before each registration period. The College offers tutoring through the Quantitative & Symbolic Reasoning Center and the Peer Tutoring Program. This requirement should be fulfilled by the end of the second year at Hamilton.

Quantitative and Symbolic Reasoning Student Learning Outcomes:

1. Students will successfully perform discipline-specific quantitative or symbolic manipulations.
2. Students will accurately interpret disciplinary arguments made using quantitative or symbolic rationalizations, whether of an analytical or visual nature.
3. Students will employ appropriate quantitative data or symbolic representations to support an argument.

Physical Education Requirement
Every student must participate in the program of instruction offered by the Physical Education Department. Each student is required to pass tests in swimming and physical fitness. A complete specification of the requirement is stated in the "Physical Education" section. Instruction is available in badminton, fitness, golf, jogging, lifeguard training, power walking, racquetball, skating, squash, swimming, tennis, toning, volleyball, and yoga. Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the physical education requirement by the beginning of Spring Break of the sophomore year and before studying away.

Transfer students and January admits should register for a physical education course upon matriculation and consult with the department chair about completion of the requirement. Prior instruction may be applicable to Hamilton requirements

Conferral of Degrees
All qualified students receive the degree of Bachelor of Arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed all the baccalaureate requirements described above, who have no outstanding bills at the College, and who are present to receive their diplomas (unless they have requested and received authorization from the Committee on Academic Standing for conferral in absentia). Any student who has completed the Writing-intensive, Quantitative and Symbolic Reasoning, Physical Education, and concentration requirements (or the department/program agrees to a plan to complete concentration requirements), has completed at least 30, but less than the 32 credits required for graduation, and has a plan for completing the remaining credits can be allowed to participate in the graduation ceremony upon approval of a petition submitted to the Committee on Academic Standing.

Course Election and Exams

Course Election
Both Hamilton's commitment to excellence and its need to operate within its resources have implications for course enrollment policy. Except for independent studies and courses with limited enrollments, a student shall be free to elect, during the calendar periods for registration, any course for which the prerequisites have been met. However, a senior who desires to elect a 100-level course must first obtain permission from the instructor.

Full-time students normally elect courses equal to four credits during both the fall and spring semesters. During each of these semesters, students may carry no more than five, and no fewer than three, full-credit courses. Any exception must be approved by the Committee on Academic Standing.

Part-time study at Hamilton is available only to special students and to those participating in the Hamilton Horizons Program.

Course Changes for Fall and Spring Semesters
A student may change (add or drop) courses during the first seven class days of the fall and spring semesters after consultation with the advisor. An add/drop form must be completed and returned to the Registrar's Office within the seven-day period.

Classes may not be added after the deadline without permission of the Committee on Academic Standing. After the first seven class days of either semester, a student who is taking four or more courses may drop a course up to one week after midterm, after consulting with the advisor and the instructor of the course.

After the drop deadline, a student may drop a course without the penalty of failure only with approval from the Committee on Academic Standing. Only extraordinary circumstances warrant the committee's approval of such a request.

Independent Study
After the first semester of study, a student may engage in independent study during the school year in place of a regular course. The student's independent study proposal must receive the approval of the faculty supervisor, the appropriate department chair, the student's faculty advisor and the Committee on Academic Standing. Normally, arrangements are completed in the semester preceding that of the independent study; late petitions may be denied. Independent study requires discipline and responsibility, and therefore the faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. A student normally will not engage in more than one independent study in any one semester, and may not engage in more than two independent studies in any one academic year.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in the creative arts, such as poetry, fiction, musical composition or visual art.

Independent Coverage of Coursework
Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. The course covered in this manner must be one that is normally offered in a regular semester. Such study is ordinarily undertaken during the summer recess and permits the student to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding semester. A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate department chair, the faculty advisor, and the Committee on Academic Standing.

Internships
The College recognizes that off-campus internship and apprenticeship experiences can be a valuable supplement to a student's academic program. Students beyond the first year (eight courses) who are in good academic standing are eligible to engage in such internships and apprenticeships. Students may seek to earn academic credit based on an internship or apprenticeship experience in one of two ways. First, students may apply to the Committee on Academic Standing, prior to beginning an internship or apprenticeship, for approval to earn 1/4 credit (using the credit/no credit option only). The committee's determination to award credit/no credit is based on a letter of evaluation submitted by the project supervisor and, at the discretion of the committee, an interview with the student conducted by the associate dean of students (academic). The Office of the Dean of Students will place the project supervisor's letter of evaluation in the student's permanent file. Students may not apply credits earned for internships in this manner toward the requirements for their degree, including the regulation requiring the completion of a minimum of 32 credits. Second, under the direction of a regular member of the faculty, and with the approval of the Committee on Academic Standing, students pursuing approved off-campus internships and apprenticeships may use their off-campus experience as the basis for a 1/2-credit or one-credit independent study conducted during a regular semester once the student returns to the College. Such an independent study will be governed by the same policies that apply to all independent studies.

Reading Period and Final Examinations
The reading period shall comprise three days, with the final examination period beginning on the night of the third day and extending for four additional days. The final examination period has three scheduled examination sessions per full day. If a student is scheduled to take more than one examination in a single session, or if a student is scheduled to take three examinations in a single day, the student should ask an instructor to reschedule one final examination. If the rescheduling presents a problem for the student or the instructor, the student should consult the

Office of the Dean of Students. A student shall not be required to take three examinations in a single day. Other reasons for rescheduling will be evaluated by the instructor, who must approve the time change.

Academic Performance and Expectations

Grades
A student's academic performance is graded by the instructor at the close of the semester with one of 13 grades. Each of these grades is used to determine a student's average and class standing, according to the table below. The lowest passing mark is D-.

The letter grades with their numerical equivalents are shown below:

EXCELLENT	A+	(4.0)	A	(4.0)	A-	(3.7)
GOOD	B+	(3.3)	B	(3.0)	B-	(2.7)
SATISFACTORY	C+	(2.3)	C	(2.0)	C-	(1.7)
POOR	D+	(1.3)	D	(1.0)	D-	(0.7)
FAILURE	F	(0)				

The foregoing numerical equivalents of the letter grades are established to enable the registrar to construct students' grade point averages and class ranks, which are necessarily numerical. An instructor assigns a letter grade to indicate his or her qualitative (not numerical) assessment of a student's work.

Thus, for example, an instructor would assign C+, C, or C- to indicate assessments of "satisfactory," and the instructor may use any information he or she considers appropriate, including, but not limited to, numerical information to decide whether a student's work is "satisfactory." The registrar's conversion of the instructor's letter grade into an element of a student's grade point average is a separate matter.

Evaluation of performance in a course is represented by a single grade which combines grades for work in the course and for the final examination in a ratio determined by the instructor. When a student elects to take a course on a credit/no credit basis, standing in the course is represented by the notation of Cr, NC, or F (see "Credit/No Credit Option"). When an independent study or an appropriately designated course is carried for two semesters, the grade reported at the end of the first semester is tentative. The grade assigned by the instructor at the end of the second semester becomes the final mark for both semesters.

After the drop period, and following a warning to the student, an instructor may request the Committee on Academic Standing to remove from the course a student who is willfully and consistently neglectful of assigned work or other course obligations. If the committee concurs, a grade of F will be entered on the student's permanent transcript.

Limitation on Repeating Courses — Students who earn a passing grade in a course may not repeat the course for credit except for those courses where the Catalogue states, "May be retaken for credit." Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included on the permanent transcript and in the cumulative average. A failed course may not be counted toward the course credits required for graduation

Grades of Incomplete and Grade Changes — Any grade of incomplete reported by an instructor must first be approved by the chair of the Committee on Academic Standing in consultation with the associate dean of student support and the student. Such approval is given rarely and only in circumstances beyond a student's control, such as

a medical or family emergency. Approval permits the student to complete the required work for the course no later than four weeks from the end of the semester for which the grade of incomplete was assigned, unless completing the work requires being on campus. If all remaining work is not submitted by the deadline, the grade will automatically be changed to F. Deadlines for incompletes will be extended only for compelling extenuating circumstances and only with approval from the chair of the Committee on Academic Standing in consultation with the associate dean of students for student support and the instructor. Extensions, if granted, will normally be for another four weeks. An instructor may not change a grade, other than the removal of a previously approved incomplete within the deadline, without the approval of the chair of the Committee on Academic Standing.

Grade Appeals — Grading is a faculty prerogative, and it is normally not Hamilton's policy to intervene in grade disputes. In no instance will the College change a grade without the permission of the instructor. Students who have a complaint about a grade should, in all but the most sensitive cases (e.g., sexual harassment), discuss their concerns with the instructor of the course. If this meeting fails to bring about a resolution, the student should then talk to the chair of the department. The chair should consult with both the student and instructor.

If the matter cannot be resolved at this stage, the student may meet with the associate dean of students for academics, who, upon meeting with both the student and instructor, and completing any appropriate investigation, will discuss the matter with the dean of the faculty, who will decide if the complaint has merit. If the dean of the faculty decides the case does not have merit, s/he should respond to both the student and instructor in writing detailing the reasons for the decision. A copy of this letter should be kept in both the student's and instructor's files.

If the dean does believe that the case has merit and that a waiver of an academic regulation (e.g., late withdrawal, change to Credit/No credit after the deadline) is appropriate, s/he may refer the complaint to the Committee on Academic Standing with a recommendation for further action. This recommendation should include copies of a written statement from the student, the response from the instructor, and a letter from the dean explaining the reasons for the recommendation. A copy of the student complaint, the instructor response, and the dean's recommendation will be kept in both the instructor's and student's files.

Credit/No Credit Option — To encourage greater breadth in course election, the College allows a student to elect courses on a credit/no credit option. No more than one such option may be exercised in any given semester. Graduate and professional schools generally look with disfavor on the use of this option in coursework considered crucial to the graduate field.

The credit/no credit option is subject to the following rules:

1. Unless instructors ask, they will not be informed which students are taking a course using the credit/no credit option.
2. Students must inform the registrar of their intention to declare or remove the credit/no credit option no later than the sixth Wednesday of the fall semester and the sixth Friday of the spring semester.
3. Concentration or minor requirements may contain additional restrictions regarding credit/no credit courses.
4. Courses taken credit/no credit may not be used to fulfill the Writing Intensive or Quantitative and Symbolic Reasoning graduation requirements.
5. To qualify for credit (with a recorded grade of CR), a student must earn a C- or better. The grade will not enter into the computation of the overall average, but the course will be counted in the student's total units.
6. If a student earns a grade of D+, D, or D-, the transcript will show the designation NC. No credit is earned for a "NC" grade and the grade will not enter into the computation of the overall average.
7. If a student earns a failing grade, the transcript will show an F, no credit will be earned for the course, and the grade will enter into the computation of the overall average.

The maximum combined number of full-credit satisfactory/unsatisfactory and credit/no credit courses that an individual student may have on a transcript is four.

Courses Evaluated Satisfactory/Unsatisfactory — In certain courses, students may be evaluated "satisfactory" or "unsatisfactory." The description of the course will include the notation "Evaluated Satisfactory/Unsatisfactory," which will apply to all students registered for the course. The recorded evaluation (S or U) will under no circumstances be convertible to a conventional grade.

Courses that are evaluated satisfactory/unsatisfactory may be counted, but may not be required, for the concentration or minor. The maximum combined number of full-credit satisfactory/unsatisfactory and credit/no credit courses that an individual student may have on a transcript is four.

Grade Point Average (GPA) — Based on grades submitted by instructors, a numerical academic average is determined for each student for each semester and cumulatively for all work taken at Hamilton. This information is available to the student and to those parties authorized by the student to receive it. Grades in courses accepted for transferred credit are excluded from the student's average.

Grades earned in courses taken by independent coverage are included in the cumulative average. Grades for the Hamilton in France Program, the Academic Year in Spain Program, the Associated Colleges in China Program, the Hamilton Adirondack Program, the Hamilton Program in New York City, the Hamilton Term in Washington, the New York State Independent College Consortium for Study in India and The New England Center for Children Cooperative Learning Program are included in the cumulative average.

Class Attendance
Every student is expected to attend class regularly. A student who must be absent because of medical or family emergency should notify the Office of the Dean of Students and his or her instructors. Absence for any reason does not remove the student's responsibility for learning the material covered during the absence, for turning in assignments, for obtaining materials distributed in class and for knowledge of the next assignment. Instructors may drop students from a limited-enrollment course if they are absent at any time during the first week of classes.

When an instructor believes that lack of attendance is affecting a student's academic performance, the instructor may warn the student or ask the Committee on Academic Standing to do so. The committee may drop from the course a student who fails to heed such a notice. If the committee drops the student, a grade of F will be recorded.

Students who are indisposed by illness that might inhibit their academic work should contact their instructors before assignments are due. The instructors will determine whatever alternative arrangements, if any, will be available to the student. Except for confinement to bed upon the order of the College physician or nurse, the Health Center will not excuse a student from academic obligations.

Academic Standing
The faculty assumes that every student admitted to Hamilton will be able to qualify for graduation. However, the opportunity to continue at Hamilton is a privilege that a student must earn by academic achievement. A student separated from the College for academic deficiency (see below) is not in good academic standing. A student on academic probation (see below) is not in good academic standing but remains eligible for financial aid.

Hamilton reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty, or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College or who withdraws is required to leave campus within 48 hours, unless permission to remain longer is granted by the dean of students.

Academic Warnings
Instructors may at any time during the term submit written reports for all students whose standing in a course is unsatisfactory (borderline or failing). Students and their advisors receive copies of these warnings. A student who receives two or more such warnings in the same semester must consult with the associate dean of students (academic).

Class Status
The Registrar's Office determines class status by the number of courses a student has completed satisfactorily.

Academic Risk
The Committee on Academic Standing will deem a student to be at academic risk for the succeeding semester who, in his/her first semester in residence at Hamilton, earns a GPA of less than 2.0. Students deemed to be at academic risk will be subject to the restrictions that apply to academic probation, described below.

Academic Probation
The Committee on Academic Standing will place on academic probation for the succeeding semester a student who has completed at least two semesters at Hamilton and whose GPA for the most recent semester is below 2.0.

A student who is on academic probation is ineligible for study abroad. The Committee on Academic Standing may also prevent or limit participation by students on academic probation in prize competitions, intercollegiate athletics, and other extracurricular activities, including the holding of offices in chartered undergraduate organizations.

The Committee on Academic Standing may recommend that a student's degree be withheld for one year if a senior's record during the final semester at Hamilton would have resulted in probation.

Suspension from the College for Academic Deficiency
The Committee on Academic Standing will normally suspend from the College for a period of one year a student who has:

1. a GPA for the prior semester of less than 1.0, or
2. incurred a third academic probation.

A student suspended for academic deficiency will be notified in writing of the committee's decision, the reasons for the suspension, the length of the suspension, and the conditions under which he or she will be considered for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Expulsion from the College for Academic Deficiency
The Committee on Academic Standing will normally expel from the College any student who is readmitted from an academic suspension and whose record subsequent to readmission makes him or her subject to academic probation or to another suspension.

Expulsion is permanent dismissal from the College. A student who is expelled may not be readmitted and will have no further opportunity to qualify for a degree from Hamilton.

Permanent Record
A student who is suspended or expelled from the College as a consequence of an action taken by the Committee on Academic Standing (academic failure), the Judicial Board (social infractions), or the Honor Court (academic dishonesty) will have recorded on his or her permanent transcript a note explaining the reason or reasons for the suspension or expulsion as follows: "suspended (or expelled) from the College on (date)_____ for the reason of _____."

Study Away from Hamilton

Transfer of Credit to Hamilton for Study Away
With faculty approval, qualified students may spend one to three semesters of study in an approved program overseas or at another American institution, or may receive credit for part-time study while on personal leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At the same time, transferred credit can have a significant effect on the meaning and value of the Hamilton degree and thus must represent work that meets Hamilton's standards. The College considers the opportunity to earn transferred credit a privilege, rather than a right, and evaluates carefully the merits of all transferred credit petitions.

Every student intending to study away from Hamilton should prepare by taking the appropriate foundation courses. Consultation with the appropriate department chairs and the associate dean of students for study abroad early in the sophomore year is advised.

The conditions for transferred credit are as follows:

1. Students planning to study away from Hamilton must register their intentions with the Office of Off-Campus Study by the published deadlines. They must complete the transferred credit petition and receive the approval of their advisor and/or the appropriate department chairs before they begin the course of study away. Students who change their programs after leaving campus should discuss substitutions with the Office of Off-Campus Study by email or telephone.

2. Courses must be taken at an accredited institution and must be considered by the faculty at Hamilton to be in the liberal arts. Students are encouraged to study at four-year institutions. Students who have earned 14 or more Hamilton units (including units earned by all forms of transferred credit) may present for transferred credit only courses taken at a four-year institution.
3. Each course must be approved by the chair of the Hamilton department or program that would offer the course at the College. To obtain approval, students must provide a copy of the catalogue description of each course. If a course is not clearly within the purview of a Hamilton department or program, the Committee on Academic Standing will determine its acceptability. The appropriate chair should indicate if a course will apply toward a student's concentration or minor.
4. Online courses are not normally acceptable for transferred credit.
5. Courses in which a substantial portion of the enrollment consists of high school students are not acceptable for transferred credit, even if they are college-level courses taught by a university-approved instructor or visiting professor.
6. Grades must be the equivalent of C or higher.
7. Students who carry out independent studies at another college or university in the United States must submit a separate form indicating that a Hamilton faculty member has evaluated and approved the completed project.
8. Transferred credits may account for no more than one-half of the total graduation credits. No more than two course credits will be granted for study during a summer.
9. Seniors must take their final semester at Hamilton College. Matriculated students may spend no more than three semesters studying away from Hamilton.
10. The quantity of transferred credit that a student may earn toward a Hamilton degree for work done at another school is determined by a proportionality between the 32 Hamilton units required for a Hamilton degree and the number of units required at the other school to earn a degree. For example, if a school requires 120 semester-hours for a degree, a course worth three semester-hours at that school is .025 of the total work required for a degree at that school. By proportionality, that three semester-hour course would generate .8 of a Hamilton unit, because (.025)(32) = .8. The registrar will use this rule to evaluate the totality of a student's transferred credit for a given semester or summer.
11. The Committee on Academic Standing grants final approval of all transferred credit petitions. Any requests for exceptions to the above conditions must be submitted to the committee.

Transferred credit, including summer school and advanced placement credit, is counted toward the courses required for a degree. Such credit is entered on the transcript. The grade, however, is not included in the student's average and, therefore, does not affect class rank, which is determined solely on the basis of grades awarded for courses taken in Hamilton programs.

Once transferred credit has been entered on a student's transcript, that credit may not be removed from the transcript without approval of the Committee on Academic Standing.

Foreign students who enter Hamilton as first-year students and desire transferred credit for work done at a foreign college or university should consult the associate dean of students (academic) during their first year.

Study Abroad

Students planning to study in a foreign country must follow and complete the procedures specified above for off-campus study and transferred credit. (These provisions do not apply to the Hamilton programs in China, France, or Spain. See the appropriate departments for the relevant information.)

All students planning to study away must discuss their plans with their study abroad advisor by the published deadlines. Only students in good academic and social standing at the College may receive an approved leave of absence for foreign study.

As in the case of other off-campus programs, final approval of foreign study programs and transfer of foreign study credit is granted by the Committee on Academic Standing.

Upon returning to Hamilton, the student must have an official transcript sent to the Office of the Registrar documenting completion of the approved program. No credit will be approved for courses taken credit/no credit. Students must receive letter grades or equivalents from off-campus programs.

To earn credit toward a Hamilton degree for study abroad, a student must:

1. earn a grade point average of 2.7 or higher during the two consecutive semesters at Hamilton immediately preceding the student's last semester at Hamilton before leaving for the study abroad.
2. receive no final grades of F in the semester immediately preceding the proposed period of study abroad.

Students applying to the Hamilton programs in China, France, or Spain may, with the support of the appropriate program director and the concentration advisor, apply to the Committee on Academic Standing for a waiver of the 2.7 average rule.

To earn credit toward a Hamilton degree by work transferred from study abroad in a country whose language is not English, a student must meet the following requirements:

1. prior to studying abroad, pass a course (or otherwise demonstrate proficiency) in the language of that country at:
   a.) the fourth-semester level for French, German, Russian and Spanish;
   b.) the second-semester level for Italian, Chinese and Japanese;
   c.) the second-semester level, if the Critical Language Program at Hamilton offers instruction in that language regularly.
2. while studying abroad, undertake for credit work that is either conducted in the language of that country or that increases the student's proficiency in that language. The student must earn a grade of C or higher, and the work must be worth at least one-fifth of the total work presented for transferred credit from that study abroad.

The Committee on Academic Standing may, upon the recommendation of an academic department at Hamilton, modify these requirements for specific students or programs of study abroad

Evaluation of Credit for Transfer Students
Transcripts of college work to date will be reviewed by the registrar, in consultation with the Committee on Academic Standing, to determine the courses that will be accepted for transfer. (See the preceding section for the criteria used.) Transfer students must complete at least half of their undergraduate program at Hamilton to receive a Hamilton College degree.

When the transcript has been evaluated, the registrar will send the transfer student a statement of accepted courses and an estimate of the Hamilton credit equivalency, and upon matriculation will enter the courses and grades on the student's Hamilton record. The registrar will assign a class year based on the number of credits accepted for transfer. A transfer student is governed by the academic regulations that pertain to the class in which he or she has been placed.

Courses taken elsewhere may be counted toward the concentration if approved by the appropriate department.

Changes to the Four-Year Schedule for Completion of Degree

Acceleration
Acceleration permits students to graduate one full year ahead of the normal date of graduation. Students wishing to accelerate must apply to the Committee on Academic Standing for permission to do so no later than the end of the first semester of the sophomore year. The committee will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to those students whose academic ability and personal maturity are judged adequate.

Leaves of Absence
A student may request from the associate dean of students (academic) an academic or personal leave of absence. A student may request from the dean of students a medical or psychological leave. Students should consult with their academic advisor and the appropriate dean prior to requesting leave. Leaves of absence may be granted for a specified period of time, normally one or two semesters. Students on leave are expected to return to Hamilton at the conclusion of the approved leave.

While on leave, students will be informed of preregistration at the appropriate time in the semester preceding their return and are responsible for meeting the same deadlines as currently enrolled students. Arrangements for housing must be completed before students leave campus. In order to do this, students must complete a proxy form and

register it with the Office of Residential Life. Students who fail to preregister or who leave Hamilton without formally being granted a leave of absence will be withdrawn and must reapply to the dean of students. A request for a change in a student's leave, or cancellation, must be made to the appropriate dean. Should the dean approve the request to cancel a leave, the student must pay the continuation fee and then may exercise his or her own on-campus options, to the extent that the College schedule allows.

All requests for a leave of absence must be received by the published deadlines. Students with an approved leave do not pay the registration fee, preregister, or participate in the housing or meal plan lotteries. The registration fee is refundable until May 1; after that date it is forfeited.

Students may occasionally need to arrange a leave of absence after the spring or fall deadlines for reasons beyond their control. These students should apply to the dean of students, who may allow financial and other regulations to be waived. When a leave is granted, the dean of students may also specify special conditions for the student's readmission to Hamilton.

Academic Leave of Absence — Students intending to pursue an academic program at another institution, either at an American college or in a foreign study program, must request in writing an academic leave from the associate dean of students (academic).

Personal Leave of Absence — Students may request in writing a leave for personal or financial reasons from the associate dean of students (academic).

Medical or Psychological Leave of Absence — Students who have a professionally diagnosed medical or psychological condition that interferes with their academic or social life at Hamilton may request from the dean of students a medical or psychological leave of absence. For such a leave to be considered, the student must authorize the director of Student Health Services and/or the director of Counseling and Psychological Services, as appropriate, to provide confirmation of the presence and severity of the condition to the dean of students.

In extraordinary circumstances when a student is unable or unwilling to take a voluntary leave of absence, the dean of students or a designee may place a student on an involuntary leave of absence if it is determined that the student's actions pose a direct threat to the safety of others or disrupt the learning environment for other students. Before an involuntary leave is considered, the dean of students will consult with the student and his or her parent(s) or guardian(s) and encourage a voluntary leave of absence.

Prior to placing a student on an involuntary leave, the dean of students or a designee will meet with the student and explain the reasons why it is under consideration. The student will have an opportunity to respond. In determining whether an involuntary leave is necessary, the dean of students will confer with campus officials who can help evaluate whether a student's behavior poses a direct threat to the safety of others or disrupts the learning environment for other students. The dean of students or designee may require an assessment by health care professionals who can assist in making an informed decision. In all cases, reasonable accommodations that would mitigate the need for an involuntary leave will be considered. In a case where a student's behavior is judged by the dean of students or designee to pose an immediate and substantial disruption or threat to the safety of others, the dean or designee may take immediate action to place the student on an involuntary leave, providing the student an opportunity to respond to the action in a reasonable period of time.

Students who take a leave during a semester will normally be on leave for the remainder of that semester plus the subsequent semester. Students who have been on medical or psychological leave of absence must apply to the dean of students to return. Normally this request should be made 30 days in advance of the proposed date of return. Requests will be granted only after the director of Student Health Services and/or the director of Counseling and Psychological Services informs the dean of students that he or she is satisfied that the student is ready to return; this will normally require the student to supply documentation from appropriate professionals confirming that the condition leading to the leave has been resolved.

Suspension, Withdrawal, and Readmission

Academic Suspension
A student suspended for academic deficiency will be notified in writing of the decision of the Committee on Academic Standing, the reasons for suspension, the length of the suspension, and the conditions under which he or

she will be considered for readmission to the College. A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Disciplinary and Honor Code Suspension
Students may be suspended from the College for disciplinary reasons or for violating the Honor Code. Readmission to the College after a suspension is not automatic, but requires application to the dean of students. A student readmitted from suspension for disciplinary reasons will normally be placed on disciplinary probation for the semester immediately following readmission. Readmission will normally be denied if the conditions specified at the time of suspension have not been met. Hamilton reserves the right to defer readmission if space is not available.

Withdrawal
Students who leave Hamilton while a semester is in progress or at the end of the semester, and who do not wish to return at a future date, are required to formally withdraw from the College by meeting with the associate dean of students (academic) and following the proper exit procedures.

Readmission
Former students or students who have completed withdrawal procedures may apply to the dean of admission for readmission to the College. Applications for readmission are to be submitted at least one month prior to the beginning of the semester in which the student wishes to return.

Continuation at Hamilton

Preregistration
Preregistration is held in November for the following spring semester and in April for the following fall semester. In order to preregister for the fall semester, students must not have any holds and meet all other eligibility. Students who have not preregistered may be withdrawn from the College.

Housing Selection
In order to continue in college housing, returning students select their rooms for the next academic year through the housing selection at the end of the spring semester. In order to be eligible, students must have their accounts clear and have preregistered for classes for the fall semester. The housing selection information guide, updated in the middle of the spring semester, contains additional requirements pertaining to the process and student eligibility.

Meal Plan Placement
Each student must participate in a meal plan while classes are in session. All first-year and sophomore students must participate in the 21-meal plan. Most junior and senior students will participate in the 7-, 14- or 21-meal plan, depending on where they live. Certain housing locations permit students to take fewer meals in the dining halls. However, all students, at a minimum, must participate in the seven-meal plan. Students with medical restrictions need to consult with the director of residential life.

ADVANCED PLACEMENT POLICIES

In order to receive AP credit, a student must take a departmentally approved Hamilton course and pass with the minimum grade stipulated by the department. **Students must take one of the courses listed below as their first course in the department, unless otherwise designated**. If a department does NOT state explicitly that it gives credit, a student cannot get credit for the AP test in that field.

ART
General, Drawing and Art 2D Design: Students having obtained a 5 on the AP exam will receive 1 credit upon completion of Art 104 or 160 with a minimum grade of a B in the course.

ART HISTORY
Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of any 200-level Art History course with a minimum grade of B in the course.

BIOLOGY
For all classes up to and including the Class of 2021:
Students having obtained a 4 or 5 on the Biology AP exam may receive 1 college credit after completion of either Biology 101, 102, or 115 with a minimum grade of B–. The credit is for exemption from one semester of introductory college-level biology and to allow students to proceed in our curriculum (AP credit may not be applied to the concentration requirements). Students will not receive a college AP credit if they choose to take both Biology 101 and 102.

Beginning with the Class of 2022:
Students having obtained a 5 on the Biology AP exam may receive 1 college credit after completion of Bio 100 with a minimum grade of B (AP credit may not be applied to the concentration requirements).

CHINESE
Students having obtained a 4 or 5 in AP Chinese Language and Culture will receive 1 credit upon completion of Chinese 140 or a higher level Chinese language course with a minimum grade of a B- in the course. Placement is based on the placement exam. The AP credit will be awarded after completion of 140, regardless of what level a student initially places into.

CHEMISTRY
Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of Chemistry 125 or 190 as their first course in Chemistry with a minimum grade of C-.

ECONOMICS
This policy applies to students in Class of 2021 and earlier:
Students who have achieved a score of 5 in the AP Microeconomics exam may place out of Economics 101. Students who subsequently achieve a minimum grade of B- in Economics 275 will then also receive Hamilton course credit for 101 and can apply this toward the major or minor in Economics.

Similarly, a top score on the Macroeconomics AP permits a student to place out of Economics 102. Students who subsequently achieve a minimum grade of B- in Economics 285 will then also receive Hamilton course credit for 102 and can apply this toward the major or minor in Economics.

Entering students who feel that they have a strong background in economics but have not achieved a qualifying score to pursue credit toward the major as specified above should speak with their advisor about whether it would be appropriate to skip an introductory course and enroll in an intermediate course. However, a student who places out of 101 or 102 without receiving credit toward the major cannot count this course as one of the nine required for the major.

For students in the Class of 2022:
Students who have achieved score of 5 on the AP Microeconomics exam and Macroeconomics exam may place out of Economics 100. Students who subsequently receive a minimum grade of B- in Economics 166 will then also receive Hamilton course credit for 100 and can apply this toward the major or minor in Economics.

Entering students who feel that they have a strong background in economics but have not achieved a qualifying score to pursue credit toward the major as specified above should speak with their advisor about whether it would be appropriate to skip 100 and enroll in 166. However, a student who places out of 100 without receiving credit toward the major cannot count this course as one of the nine required for the major.

For students in the Classes of 2023 and later:
Students can place out of Economics 100 if:

- They have earned a 5 on either the AP Microeconomics or AP Macroeconomic exam and at least a 4 on the other economics AP exam, or
- They have earned an International Baccalaureate diploma with a score of 6 or 7 on high-level economics, or
- They have earned an A on A-Level Microeconomics and Macroeconomics exams.

Students who subsequently receive a minimum grade of B- in Economics 166 will then also receive Hamilton course credit for Economics 100 and can apply this toward the major or minor in Economics.

Entering students who feel that they have a strong background in economics but have not achieved a qualifying score to pursue credit toward the major as specified above should speak with their advisor about whether it would be appropriate to skip 100 and enroll in 166. However, a student who places out of 100 without receiving credit toward the major cannot count this course as one of the nine required for the major.

ENVIRONMENTAL STUDIES
Students who complete Environmental Studies 210 with a minimum grade of B+ can apply their Environmental Science AP toward college credit at Hamilton if they received a 4 or 5 on the AP exam. However, AP scores do not count toward completion of the Environmental Studies concentration. 210 is taken during the second semester of the student's sophomore year.

FRENCH LITERATURE & LANGUAGE
Students having obtained a 4 or 5 on the AP French Language and Culture exam will receive 1 credit upon completion of 200-level French and Francophone Studies course with a minimum grade of B in the course.

GERMAN
Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of German 200W or another 200-level German course taught in German with a minimum grade of B- in the course. Students must complete the 200-level course in their first year at Hamilton to receive the AP credit.

GOVERNMENT & WORLD POLITICS
United States: Students with a score of 5 on the AP exam may enter any 200-level American Politics course without taking the prerequisite. Upon completion of the 200-level course with a minimum grade of B, the student will receive 1 credit for Government 116. The AP credit will not count toward a concentration or minor in Government, World Politics, or Public Policy.

Comparative: Students with a score of 5 on the AP exam may enter any 200-level Comparative Politics course without taking the prerequisite. Upon completion of the 200-level course with a minimum grade of B, the student will receive 1 credit for Government 112. The AP credit will not count toward a concentration or minor in Government or World Politics.

Alternatively, students may take 116 and/or 112 if they so choose, but they thereby forfeit the potential credit from their AP score; to be eligible for these courses, such students must contact the Registrar's Office and request the removal of the AP scores from their records.

HISTORY
Students who receive a 4 or 5 on a European, American, and/or World History AP examination will receive 1 credit toward general graduation requirements upon completion of a Writing Intensive 100-level History course with a minimum grade of C-. 200- and 300-level History courses do not meet this requirement. AP credits do not count toward the History concentration or minor. Students can only receive a total of one unit of credit for AP European, American, and World History.

HUMAN GEOGRAPHY
Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon successful completion of Anthropology 113 with a minimum grade of B- in the course.

ITALIAN
Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon successful completion of Italian 130 with a minimum grade of B- in the course. The AP credit will be awarded after completion of 130, regardless of what level a student initially places into.

JAPANESE
Students having obtained a 4 or 5 on the Japanese AP exam will receive one credit upon completion of Japanese 140 with a minimum grade of B- in the course. The initial placement is based on a placement exam by the Japanese Program. Students may be placed into Japanese 130 and still receive AP credit upon completion of 140.

LATIN
Students having obtained a 4 or 5 in AP Latin will receive 1 credit upon completion of a 300-level Latin course with a minimum grade of B- in the course. Students having obtained a 3 will receive 1 credit upon completion of Latin 210 with a minimum grade of B- in the course.

LITERATURE & CREATIVE WRITING
Students earning a score of 4 or 5 on either or both of the AP examinations in Literature and/or Language may place directly into one of two 200-level courses in Literature 204W or 222W.

Students earning a score of 5 on the AP exam will receive 1 credit toward general graduation requirements upon completion of a 100-level or 200-level writing-intensive course in the Literature Department during their first two years at Hamilton with a minimum grade of B- (in addition to the credit earned for the course).

Students whose AP scores have allowed them to move directly into a 200-level literature course must take Literature 204 before they can enroll in Creative Writing 215.

Students can only receive a total of one unit of credit from either the AP English Language and Composition or AP English Literature and Composition. This credit will not count toward the concentration.

MATHEMATICS
Students are placed by the department on the basis of AP scores and a departmental placement exam. Students who complete Math 116 with a grade of C- or better, without having taken Math 113, will receive credit for 113. This credit does not count toward the concentration or minor. Students who complete Math 216 with a grade of C- or better, without having taken Math 116, will receive credit for 116. The Math Department does not award credit for AP Statistics, but students earning a score of 4 or 5 on this exam may place directly into Math 254.

MUSIC THEORY
Music 211 is normally a half-credit course. Students who receive a 5 on the AP exam in Music Theory, or who are placed into 211 through the department's placement exam, will receive one credit upon completion of 211 with a minimum grade of B. Students who have taken Music 110 may enroll in 211, but will not receive the additional half credit.

PHYSICS
Physics 1 and Physics 2 (algebra based): Students with scores for AP 1 or 2 should consult with the department about placement but will not receive course credit.

Physics C (calculus based): Students having obtained a 5 in Mechanics and/or E&M should consult with the department about placement. Students with a 5 in both Mechanics and E&M can place into Physics 290. They will receive 2 credits upon successful completion of 290, assuming that they have not completed any courses in an introductory sequence. Students having obtained a 5 in Mechanics, independent of their score in E&M, can place into Physics 195 or 205. They will receive 1 credit upon successful completion of 195 or 205, assuming that they have not completed any of the first-semester courses of the introductory sequence.

In all cases, successful completion requires a minimum grade of B.

PSYCHOLOGY
Students having obtained a 5 on the AP Psychology exam will not receive course credit for Introductory Psychology but may elect any 200-level course for which Introductory Psychology is a prerequisite.

SPANISH LITERATURE AND LANGUAGE
Students having obtained a 4 or 5 in AP Spanish Literature or Language exam will receive 1 credit upon completion of a 200-level Hispanic Studies course with a minimum grade of a B- in the course. Placement is based on placement exam. Students may choose to begin with 140 with the consent of the department chair and still receive AP credit upon completion of a 200-level course. Students can only receive one credit for both AP Spanish Literature and Language.

HONORS

The College recognizes academic achievement with a variety of honors. Read about specific awards, fellowships, scholarships, and prizes on the Hamilton College website.

Commencement Honors
Those students who complete the entire College course with a standing in the first five percent of the graduating class will earn general honors and receive the baccalaureate degree summa cum laude; those in the next 10 percent, magna cum laude; and those in the next 10 percent, cum laude.

The two students who attain the first and second highest standings for the College course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honor, a student must have earned at least 23 units of credit at Hamilton.

Departmental Honors
Honors in the concentration are awarded by vote of the faculty in the area of concentration to those seniors who have completed courses that satisfy the concentration with an average of not less than B+ or 3.3 and who have also met with distinction the additional criteria established for honors in the concentration. Individual departments and programs may require a higher average. These criteria are listed in the departmental entries online. Matters of character constitute legitimate considerations for a department to deny an award of honors in the concentration.

Dean's List
The College also recognizes academic achievement at the conclusion of each semester. At those times, the dean of faculty makes public the names of students who have carried throughout the semester a course load of four or more graded* credits with an average of 3.5 or above. (A special criterion for the Dean's List applies to the Term in Washington and Hamilton in New York City programs; see "Academic Programs and Services.")

*Graded courses are those courses completed with a letter grade on the scale of A+ – D-.

Phi Beta Kappa
Founded at The College of William and Mary in 1776 to foster love of learning, Phi Beta Kappa is the oldest academic honorary society in America. The Hamilton chapter, known as the Epsilon Chapter of New York, was established in 1870. Students are elected during their senior year on the basis of academic distinction in the liberal arts and sciences. In examining the academic records of candidates, the chapter considers the breadth of their engagement with the liberal arts and their fulfillment of the academic purposes and goals of the College. The Hamilton chapter normally selects about 10 percent of the senior class for membership.

Sigma Xi
Sigma Xi, the scientific research society, is one of the oldest and largest scientific organizations in the world and is the international honor society of science and engineering. The Hamilton College chapter was installed in 1965. The mission of Sigma Xi is "to enhance the health of the research enterprise, foster integrity in science and engineering, and promote the public's understanding of science for the purpose of improving the human condition." Students who show marked aptitude for research and who are continuing in research at the graduate level can be elected to associate membership. Membership is by nomination and election by full and active members, and is based on a student's performance in a research project, presentation and publication of results of research.

Lambda Pi Eta
The Hamilton College chapter of Lambda Pi Eta, known as Epsilon Kappa, was established in 1996. Membership in Lambda Pi Eta is based on academic excellence in and commitment to communications. The purpose of the society is to recognize, foster and encourage outstanding scholastic achievement in communications.

Omicron Delta Epsilon
The Hamilton College chapter of Omicron Delta Epsilon, the international honor society in economics, was established in 1990. The society recognizes scholastic attainment in economics, encourages the establishment of closer ties between students and faculty members in economics, and emphasizes the professional aspects of economics as a career in the academic world, business, government and international organizations.

Phi Alpha Theta
Alpha Epsilon Upsilon, the Hamilton College chapter of Phi Alpha Theta, was installed in 1991. This international honor society recognizes academic excellence and promotes the study of history through the encouragement of research, good teaching, publication and the exchange of learning and thought among historians.

Phi Sigma Iota
Iota Nu, the Hamilton College chapter of Phi Sigma Iota, was installed in 1977. This national honor society encourages scholarship and recognizes achievement in foreign and classical languages and literatures.

Pi Sigma Alpha
Known as Tau Kappa, the Hamilton College chapter of Pi Sigma Alpha was established in 1993. This national political science honor society recognizes academic achievement in various fields of political science and encourages intellectual discourse on public affairs and international relations among students and faculty members.

Psi Chi
The Hamilton College chapter of Psi Chi, the national honor society in psychology, was established in 1977. The purpose of the society is to advance the science of psychology and to encourage, stimulate, and maintain members' scholarship in all fields, particularly psychology.

Fellowships, Prizes, and Prize Scholarships
In addition to the honors listed in this section, the College awards fellowships, prizes, and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general coursework or in an essay or other exercise. A few prizes recognize personal character or service to the College community.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them. See “Scholarships and Prizes.”

SCHOLARSHIPS, PRIZES, AND INTERNSHIP SUPPORT

Every year, thousands of alumni, parents, and friends provide financial support to ensure that every Hamilton student has an exceptional educational experience. Hundreds of our most loyal donors have established named awards to ensure that critical financial aid will be available for future generations of Hamiltonians. The scholarships and prizes listed on this site celebrate the commitment and generosity of these donors or those in whose honor the funds were created.

General Scholarships

General scholarships are awarded based solely on a student's demonstrated financial need. Listed below are some of the general scholarships supported by income from endowed funds.

The Archibald G. and Margery Alexander Scholarship was established by Douglas Alexander, Class of 1958, in memory of his parents.

The Benjamin D. Allen Scholarship was established in memory of Benjamin D. Allen, Class of 1950, by his family and friends.

The George Mitchell Avery Scholarship was established by the will of Harriet Avery in memory of her son, George Mitchell Avery, Class of 1943.

The Stuart A. Babcock, M.D. '60 Scholarship was established via an estate gift from Dr. Babcock, Class of 1960.

The Franklin M. Baldwin Scholarship was established by relatives and friends in memory of Franklin M. Baldwin, Class of 1916.

The Harry and Emma Baldwin Scholarship was established by Donald Baldwin, Class of 1951, in honor of his parents.

The Gordon J. Barnett Memorial Scholarship was established in memory of Gordon J. Barnett, Class of 1920.

The Charles T. Bates Scholarship was established with an estate gift received from Charles T. Bates, Hamilton Class of 1953.

The H. Roswell Bates Scholarship was established by Lt. Col. William A. Aiken in memory of his friend and classmate H. Roswell Bates, Class of 1895.

The Harry Edwin Battin, Jr. Scholarship was established by Mrs. Phyllis B. Battin in memory of her husband.

The Edwin Baylies Scholarship was established by George E. Dunham in memory of Edwin Baylies.

The Bement Scholarship was established by Albert C. Phillips, Class of 1865.

The Berman Family Scholarship was established by Roger Berman, Class of 1976, and his wife, Bridget Ryan Berman, parents of Andrew, Class of 2006, and Coby, Class of 2012.

The Clinton C. Bennett Memorial Scholarship was established by Clinton C. Bennett, Jr. and Geoffrey C. Bennett, Class of 1953, in memory of their father, Clinton C. Bennett, Class of 1922.

The Sidney B. Bennett Memorial Scholarship was established on the occasion of its 25th Reunion by the Class of 1967 in memory of Sidney Bennett, Class of 1928, who served as secretary of admission at the College from 1941 to 1971.

The Bicentennial Scholarship Fund provides scholarship support to students demonstrating financial need.

The Bogle Family Scholarship was established by Harold Bogle, Class of 1975, and his wife, Emily, parents of Kelsey, Class of 2014.

The Harold C. Bohn Scholarship was established by Harold C. Bohn, Class of 1926.

The Theodore W. Bossert, Jr. Scholarship was established through a bequest from Theodore W. Bossert, Jr., Class of 1962.

The William J. Bowe Scholarship was established in honor of Dr. William J. Bowe, Class of 1937.

The Bradford Family Scholarship was established with estate gifts from Jane D. and Ellis ’45 Bradford.

The Bradley Family Scholarship was established by Donald D. Bradley, Class of 1928, and his wife, Helen S. Bradley.

The Robert G. Braunlich III ’55 Memorial Scholarship was established by William E. Braunlich, Class of 1957, in memory of his brother Robert, a member of the Class of 1955.

The Paul W. Brandow ’69 Family Scholarship was established by Paul W. Brandow, Class of 1969.

The Wilmer E. and Esther Bresee Scholarship was established by Wilmer E. Bresee, Class of 1931, and his wife.

The Roger D. Brink ’53 Scholarship was established via a bequest from Roger D. Brink, Class of 1953.

The Louis N. Brockway Memorial Scholarship was established in memory of Louis N. Brockway, Class of 1917, a distinguished business executive who served on the Board of Trustees from 1951 until his death in 1979.

The Harlow Bundy Scholarship was established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott’s father, Harlow Bundy, Class of 1877.

The Dr. Oliver T. Bundy Scholarship was established by The Honorable Charles S. Bundy, Class of 1854, in memory of his father.

The Gilman S. Burke Scholarship was established by Gilman S. Burke, Class of 1954 and a former trustee of the College.

The John C. and Richard J. Butler Scholarship was established by Viola M. Butler in memory of her sons.

The William F. Canough Scholarship was established through a bequest from William F. Canough.

The Carnegie Scholarships were established by Andrew Carnegie in honor of Elihu Root.

The Edward N. Carpenter Scholarship was established by Margaret Carpenter Jones, Class of 1988, and her husband, Jeffrey Jones, in memory of Margaret’s father.

The Carter Scholarship was established through a bequest from Laura Carter.

The Mary and John ’83 Christopher P’14 Family Scholarship was established by John and Mary Christopher.

The William Philo Clark Scholarship was established in memory of William Philo Clark, Class of 1937.

The Class of 1867 Scholarship was established by Edwin Baldwin and C.C. Rice, both from the Class of 1867, and A. W. Hubbell.

The Class of 1899 Scholarship was established by the Class of 1899.

The Class of 1909 Scholarship was established by numerous donors.

The Class of 1938 Scholarship was established by members of the Class of 1938 on the occasion of their 50th Reunion.
The Class of 1939 Scholarship was established by members of the Class of 1939 on the occasion of their 50th Reunion.

The Class of 1941 Scholarship was established by members of the Class of 1941 in memory of their deceased classmates.

The Class of 1942 Scholarship was established on the occasion of their 50th Reunion by members of the Class of 1942 in memory of deceased classmates.

The Class of 1943 Scholarship was established by the members of the Class of 1943 on the occasion of their 50th Reunion.

The Class of 1948 Scholarship was established by members of the Class of 1948 on the occasion of their 40th Reunion.

The John L. Coe Scholarship was established by John L. Coe, Class of 1923.

The Couper Family Scholarship was established by Esther Watrous Couper and augmented by her son, Richard Watrous Couper, Class of 1944, and his wife, Patricia Pogue Couper.

The Patricia Pogue Couper Scholarship was established on the occasion of Patricia Pogue Couper's 86th birthday and in honor of the 65th class reunion of her husband, Richard Watrous Couper, Class of 1944.

The Thomas James Crawford Scholarship was established with estate gifts received from Dr. Thomas James Crawford, Hamilton Class of 1967.

The Andrew F. Crocker '83 Scholarship was established by David H. Morse, Class of 1983.

The Dr. Walter F. Cronin Scholarship was established by Mrs. Cronin in memory of her husband, Walter F. Cronin, Class of 1938.

The Dr. Henry Darling Memorial Scholarship was established by Julia J. MacCartee in memory of Dr. Henry Darling.

The Arthur A. Darrigrand '37 Scholarship Fund was established by Joyce L. Darrigrand in memory of her husband.

The Melville Emory Dayton Scholarship was established by Mrs. M. Dayton in memory of her husband, Class of 1864.

The John F. DeBernardis '40 and Stella Honaker DeBernardis Scholarship was established by a bequest from Mrs. DeBernardis in honor of her husband.

The Dr. Adam B. Denison, Jr. Scholarship was established by a bequest from Dr. Adam B. Denison, Jr., Class of 1942.

The Harry Dent Scholarship was established by the Harry Dent Family Foundation.

The David DeSantis '88 Scholarship was established by David DeSantis, Class of 1988.

The Kenneth A. Digney Scholarship was established by Philip I. Bowman in memory of Kenneth A. Digney.

The George and Aurelia M. Dise Fund was established through a bequest from Raymond R. Dise, Class of 1917, in memory of his parents.

The William E. Dodge Scholarship was established by William E. Dodge, Jr.

The Antoine du Bourg Scholarship was established by a bequest from Joseph F. McCrindle in honor of his half-brother Antoine du Bourg, Class of 1953.

The Willard B. Eddy, Sr. Scholarship was established in memory of Willard B. Eddy, Sr., Class of 1914, by family and friends.

The Dorothy H. Elkins Estate Scholarship was established through a bequest from Dorothy H. Elkins, widow of George W. Elkins, Class of 1931.

The Fred L. Emerson Foundation Scholarship was established in 1986 by the Emerson Foundation, located in Auburn, N.Y.

The Ethel Kelsey Evans Scholarship was established by Anthony H. Evans, Class of 1882, in memory of his wife.

The Howard P. Ferguson Scholarship was established by Mary J. Matthewson.

The Leonard C. Ferguson Memorial Scholarship was established by Mrs. Leonard Ferguson in memory of her husband, a member of the Class of 1919.

The Fielding Family Scholarship was established in 2006 by Donna and Ron Fielding P'07.

The Robert G. Fisher Memorial Scholarship was established in memory of Robert G. Fisher, Class of 1928, by his family and friends.

The Roswell P. Flower Scholarship was established by The Honorable R.P. Flower.

The Alexander Folsom Scholarship was established by Dr. Darling and Alexander Folsom.

The Carlyle Fraser Scholarship was established by Jane Fraser in memory of her uncle Carlyle Fraser, Class of 1917.

The L. Ronald French '59 Scholarship was established in his memory in 2014 by his wife, Barbara, and son, John.

The Gelber Family Scholarship was established by Brian Gelber, Class of 1976, and Frank and Sandy Gelber P'09.

The George M. Frees Scholarship was established by George M. Frees, Class of 1941.

The Getman Family Scholarship was established to honor William D. Getman, Class of 1938, who was killed in action during WWII, his father, Albert A. Getman, Class of 1911, and three generations of the Getman family at Hamilton.

The Charles D. Gilfillan Scholarship was established by C. D. Gilfillan.

The Helen B. and Harry L. Godshall Memorial Scholarship was established by Harry L. Godshall, Jr., Class of 1939, in memory of his parents.

The Wilma E. and Edward Brewster Gould Scholarship was established in memory of Edward B. Gould, Class 1913, and his wife.

The Edgar B. Graves Scholarship was established by friends and former students in memory of Professor Edgar B. "Digger" Graves, who taught history at Hamilton from 1927 to 1969.

The Eleanor F. Green Scholarship was established by John G. Green, a newspaper publisher, in honor of his wife.

The John G. Green Scholarship was established by John G. Green, a newspaper publisher who received an honorary degree from Hamilton in 1958.

The Amos Delos Gridley Scholarship was established through a bequest from Amos Delos Gridley.

The Fay and Chester Hamilton Scholarship was established by Chester Hamilton, Class of 1944 and a former trustee of the College.

The Hansmann Family Scholarship was established via a bequest from College Trustee, Ralph E. Hansmann, Class of 1940.

The Hawkins Family Scholarship was established by Philip L. Hawkins, Class of 1978, and his wife, Elizabeth Porter Hawkins, Kirkland College Class of 1977.

The David Douglas Hays Memorial Scholarship was established in memory of D. Douglas Hays, Class of 1925, by his wife, Helen I. Hays, and their children and friends.

The C.F. Hemenway and Frank Barbour Memorial Scholarship was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway, Class of 1910.

The Higbie Scholarship Fund was established by Robert W. Higbie, Jr., Class of 1915, and his wife, Pearl Van Siclen Higbie.

The Major Andrew Hill Scholarship was established in memory of the donor's ancestor, a member of the Continental Army from 1775 to 1783.

The Robert G. Howard Scholarship was established by Robert G. Howard, Class of 1946 and a life trustee of the College.

The Theodore S. Hubbard Scholarship was established by Theodore S. Hubbard.

The Peter C. Huber Scholarship was established by Peter C. Huber, a member of the Class of 1952 and a former trustee of the College.

The Stephanie Singleton and Lester C. Huested Scholarship was established by Stephanie Singleton Huested, wife of Lester C. Huested, Class of 1929, in honor of Dr. Huested, as well as Mrs. Huested's first husband, Harry H. Singleton.

The Immelt Family Scholarship was established by Andrea and Jeffrey Immelt, parents of Sarah, Class of 2010.

The James Scholarship was established by D. Willis James.

The Samuel H. Jardin Scholarship was established by Samuel H. Jardin.

The Frode '33 and Camille Jensen Scholarship was established by Camille Jensen in memory of her husband, Frode Jensen, a member of the Class of 1933, who came to this country as a boy from Denmark, worked his way through Hamilton, and went on to a distinguished career as a physician in New York City.

The Victor S. Johnson III '71 Scholarship was established by Nancy Johnson via a trust in honor of her son.

The Thomas McNaughton Johnston Memorial Scholarship was established by the Class of 1952 on the occasion of its 40th reunion in memory of Professor Johnston, who taught English at Hamilton from 1932 to 1972.

The David Clyde Jones Scholarship was established by Mrs. Hazel J. Deer in memory of her first husband, a member of the Class of 1910.

The Henry W. King Scholarship was established through a bequest from Aurelia B. King in memory of her husband.

The Mary and William Klingensmith Scholarship was established by Dr. and Mrs. William Klingensmith, friends of the College.

The Knox Scholarship was established by John J. Knox.

The Robert William Kremer Memorial Scholarship was established by Mr. and Mrs. Paul W. Kremer, Class of 1959, in memory of Mr. Kremer's brother.

The Lea Haber '87 and Thomas A. Kuck '88 Scholarship was established by Lea Haber Kuck, Class of 1987, and her husband, Class of 1988.

The Raphael Lemkin Scholarship was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide.

The Herschel P. and Florence M. Lewis Scholarship was established in their memory by Dr. H. Paul Lewis, Class of 1956.

The George Link, Jr. Scholarship was established in his memory by the George Link, Jr. Foundation.

The James Monroe Lown Scholarship was established by Grace Merrill Magee in memory of her first husband, James M. Lown, Class of 1904.

The Francis E. Ludlow Scholarship was established in memory of Francis E. Ludlow, Class of 1918, by his daughter Winifred L. Mund.

The Mary R. and Stewart L. Magruder, Sr. Scholarship was established in 2015 by Jonathan C. and Joan Randolph Magruder, members of the Class of 1984, in memory of his parents.

The Marquand Scholarship was established through a bequest from the Marquand estate.

The John F. Marshall Scholarship was established by John F. Marshall, Class of 1944.

The Ellen and John Martin Scholarship was established by Nancy Martin Gernert, Class of 1981, in honor of her parents.

The Charles G. Matteson Memorial Scholarship was established by Charles G. Matteson.

The Reuben Leslie Maynard Scholarship was established through a bequest from Reuben Leslie Maynard.

The Frederick W. McGarity Scholarship was established with estate gifts received from Frederick W. McGarity, Hamilton Class of 1949.

The Amy J. Carew Merin ’89 and Mitchell M. Merin Scholarship was established by Trustee Amy Carew Merin, Class of 1989, and her husband, Mitchell M. Merin.

The George D. Miller Scholarship was established through a bequest from George D. Miller, Class of 1889.

The Hasbrouck Bailey Miller ’44 Scholarship was established by Elizabeth W. Miller in memory of her husband, Hasbrouck Bailey Miller, Class of 1944.

The Christopher Miner Scholarship was established by the Honorable Robert D. Miner, Class of 1934, in memory of his son Christopher Miner, Class of 1964.

The Arthur J. Mix Memorial Scholarship was established by the will of Katherine L. Mix in memory of her husband, Arthur J. Mix, Class of 1910.

The Harmon L. Morton Scholarship was established by Priscilla E. Morton in memory of her husband, Harmon L. Morton, Class of 1920.

The Daniel R. Murdock Scholarship was established by Daniel R. Murdock, Class of 1959.

The Lawrence and Kathleen Murphy Scholarship was established by Jennifer Murphy Hill, Class of 1987, in honor of her parents, Lawrence Eugene Murphy, Jr. and Kathleen Murphy.

The Musselman Family Scholarship was established by Francis H. Musselman, Class of 1950, in honor and memory of four generations of the Musselman family, including his father, J. Joseph Musselman, Class of 1917.

The Timothy B. Norbeck Scholarship, established by Timothy B. Norbeck, Class of 1960, is awarded to students who demonstrate need.

The Jessie Smith Noyes Foundation Scholarship was established by the Jessie Smith Noyes Foundation in memory of Alfred H. Smith, Class of 1932.

The Josephine H. and George E. Ogilvie Scholarship was established by the will of Josephine H. Ogilvie, widow of George E. Ogilvie, Class of 1941.

The James Oneil Scholarship was established by James Oneil, a friend of the College.

The Parker Family Scholarship honors four successive generations of Hamiltonians spanning over 100 years. It was established in memory of James C. Parker, a member of Hamilton's centennial Class of 1912, in gratitude for beginning this legacy. To date, subsequent Parker family Hamiltonians include David L., Class of 1945, and his twin brother, Allan J., Class of 1945; David's daughters, Julie F., Class of 1983, Kathryn L. "Kate," Class of 1984, and Valerie G., Class of 1989; and David's grandson and Kate's son, Eli Parker-Burgard, Class of 2016.

The Parsons Brothers Scholarship was established by Miss Katherine Parsons, Mrs. Charles Burlingame and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

The Ruth and Darwin Pickard Scholarship was established through a bequest from Darwin R. Pickard, Class of 1927.

The Pigott Family Scholarship was established by Mr. and Mrs. James C. Pigott and their son Paul Pigott, Class of 1983.

The John Michael Provenzano '53 Scholarship was established by Laura Provenzano in honor of her brother, Class of 1953.

The Robert Scott Ramsay, Jr. Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their son Robert Ramsay, Class of 1959.

The Roderick McKay Ramsay Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their son Roderick Ramsay, Class of 1961.

The Ethel M. and Harold Harper Reed Memorial Scholarship was established through a bequest from Mrs. Reed, wife of Harold H. Reed, Class of 1919.

The Rice Family Scholarship was established in 2011 by John G. Rice, Class of 1978.

The Robert P. Rich '41 Scholarship was established by Robert P. Rich, Class of 1941.

The Joan G. Romano P'85 Scholarship was established by Anthony F. Romano, Class of 1956, in memory of his wife.

The Oren Root Scholarship was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

The Anne B. and Jules L. Rubinson Scholarship was established by Cecily G. and Richard M. Rubinson, M.D. '57 in memory of Dr. Rubinson's parents.

The Ruppel Family Scholarship was established in 2015 by Philip R. Ruppel, Class of 1980, Faith Bremen Ruppel, Class of 1979, and Nicholas R. Ruppel, Class of 2015.

The Sacerdote Family Scholarship was established by Mr. and Mrs. Peter M. Sacerdote, parents of Alexander C. Sacerdote, Class of 1994.

The Alan P. Savory Memorial Scholarship was established by Mr. and Mrs. George L. Savory in memory of their son, Alan Savory, Class of 1955.
The Cheryl L. and Robert D. Shallish, Jr. Scholarship was established by Robert D. Shallish, Jr., Class of 1970, and his wife, Cheryl.

The Clara E. Silliman and Laura M. Silliman Scholarships were established by H. B. Silliman in honor of his sisters.

The Jack Silverman Scholarship was established by Howard J. Schneider, M.D., Class of 1960 and a trustee of the College, and his wife, Sandra, in honor of her father, Jack Silverman.

The Andrew and Ora Siuda Scholarship was established by Chester A. Siuda, Class of 1970, and his wife, Joy, in honor of Mr. Siuda's parents.

The Patricia Tolles Smalley Scholarship was established in memory of Life Trustee Patricia "Trix" Tolles Smalley by her family and friends.

The James P. Soper Scholarship was established by James P. Soper, father of James P. Soper, Jr., Class of 1911.

The Kate Hill Soria Scholarship was established through a bequest from Kate Hill Soria, wife of Henry J. Soria, a textile executive.

The Charles J. Standish Scholarship was established with estate gifts received from Charles J. Standish, Class of 1949.

The Edgar Eginton Stewart, Jr. Memorial Scholarship was established by Edgar Stewart, M.D., in memory of his son.

The Ethel Brownell Stube Scholarship was established through a bequest from Charles F. Stube.

The Wilbur S. and Claire A. Tarbell Scholarship was established by Claire A. Tarbell in memory of her husband.

The Frank Howard Thomas, Jr. '38 and John Atlee Light Thomas '40 Scholarship was established in memory of Frank Howard Thomas, Jr., Class of 1938, and John Atlee Thomas, Class of 1940, by their sister Eugenie A. "Genie" Havemeyer, a founding member of the Kirkland College Board of Trustees and Hamilton College life trustee.

The Alexander Thompson Scholarship was established by Luranah Thompson in memory of her husband, the Rev. Alexander Thompson, Class of 1906.

The Richmond E. Thompson '25 Family Fund was funded by three trusts established by Richmond E. Thompson, a member of the Class of 1925, his wife, Marion R. Thompson, and their daughter Marcia T. Dawson.

The Thompson Family Scholarship was established by Charles D. Smith, Class of 1989, in honor of Nancy and Mark Thompson and their family.

The Charles Lafayette and Clare D. Todd Scholarship was established by Clare D. and Charles Lafayette Todd. Mr. Todd, a member of the Class of 1933, taught public speaking at Hamilton from 1959 to 1977, holding the title of Upson Professor of Rhetoric and Oratory during most of that time.

The Elbert J. Townsend Memorial Scholarship was established in memory of Elbert J. Townsend, Class of 1913.

The Marian Phelps Tyler Scholarship was established by M. Phelps Tyler, mother of K. Scott Douglass, Class of 1974.

The J. P. Underwood Scholarship was established by J. Platt Underwood in honor of his grandfather, Class of 1838; his great uncle, Class of 1843; and his father, Class of 1870.

The William and Irma Van Deventer Memorial Scholarship was established by John F. Van Deventer, Class of 1932, in memory of his parents.

The William D. Walcott Scholarship was established through a bequest from William D. Walcott.

The Henry Wales Scholarship was established by Wales Buel in memory of his uncle, Class of 1820.

The Edward C. Walker III Scholarship was established by Edward C. Walker, Class of 1912.

The Milton J. Walters Scholarship was established by Milton J. Walters, Class of 1964 and a former trustee of the College.

The Donald M. Watkin '43 Scholarship was established by Virginia G. "Ginny" Watkin in memory of her husband.

The Weeden Family Scholarship was established by Dr. G. Roger Weeden, Jr., Class of 1939.

The John Henry Wells Scholarship was established by John B. Wells in memory of his son, who died in 1865.

The Knut O. Westlye Memorial Scholarship was established by alumni and friends in memory of Knut O. Westlye, Class of 1946.

The Peter C. Wicks Memorial Scholarship was established by members of the Class of 1975 in memory of their classmate Peter C. Wicks.

The Willard Memorial Scholarship was established by John K. Willard, Class of 1923, in memory of his father, C. Fay Willard, Class of 1892.

The Leroy Williams Scholarship was established through a bequest from Leroy Williams, Class of 1889.

The Merritt N. Willson Memorial Scholarship was established in memory of Merritt N. Willson by his daughters S. Mabel Willson and Mrs. George A. Small and by his grandson Robert N. Small, Class of 1943.

The Linda Collens Wilson Scholarship was established by Robert Letchworth Wilson, Class of 1931, in memory of his wife.

The Woodin Scholarship was established by W. Jackson "Tony" Woodin, Jr., Class of 1965, and his wife, Joanna Johnson Woodin.

The Jansen Woods Scholarship was established through a bequest from William Jansen Woods.

The Alexander Woollcott Memorial Scholarship was established from the proceeds of a concert held in New York City's Town Hall on March 5, 1973.

Special Scholarships

With few exceptions, special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, or from a particular geographic area.

Arizona
The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (N.Y.) Central High School and Prescott (Ariz.) High School.

California
The David Butcher Memorial Book Award is made with first preference given to incoming students from California or the West Coast. The award may be renewed for the sophomore year.

The William Deloss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, N.Y., and Pasadena, Calif.

The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California, and Illinois.

Capitol District
The Brewer Family Scholarship is awarded with preference given to students from Maryland or the Washington, D.C., area.

Illinois
The Illinois Scholarship Foundation Fund was established by the Scholarship Fund Foundation of Chicago. The fund supports scholarships for students with need. Preference is given to students from Illinois, with first preference given to students from the greater Chicago area.

The Arturo Domenico Massolo Memorial Scholarship was established by Arthur J. Massolo, Class of 1964, and his wife, Karen, in memory of Mr. Massolo's grandfather. The purpose of the scholarship is to support educational diversity at Hamilton, consistent with the College's mission and admission policy. It is awarded with preference given to LINK Unlimited students and other underprivileged students who demonstrate promise from Chicago.

The Rhind Family Scholarship was established by James T. and Laura C. Rhind, whose sons Jamie and David are members of the Classes of 1983 and 1985, respectively. Mr. Rhind was a member of the Class of 1944 and a life trustee of the College. The scholarship is awarded with preference given to students from the states of Illinois, Indiana, or Wisconsin who demonstrate need and exceptional academic promise.

The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California, and Illinois.

Indiana
The Rhind Family Scholarship was established by James T. and Laura C. Rhind, whose sons Jamie and David are members of the Classes of 1983 and 1985, respectively. Mr. Rhind was a member of the Class of 1944 and a life trustee of the College. The scholarship is awarded with preference given to students from the states of Illinois, Indiana, or Wisconsin who demonstrate need and exceptional academic promise.

Maine
The Emmons Family Scholarship is awarded with first preference given to students demonstrating financial need from the state of Maine.

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis, and Jefferson; second preference to students from rural counties in Vermont, New Hampshire, and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

Massachusetts
The Steinberg-Lalli Scholarship is awarded with preference given to students who are graduates of Acton-Boxborough High School.

Mid-Atlantic and New England States
The Mary Jayne Comey Scholarship, established in her honor by her husband, William M. "Mac" Bristol III, Class of 1943 and a life trustee of the College, is awarded with first preference given to a student from Gwynedd Mercy Academy in Gwynedd Valley, Pa.; secondly with preference given to a student from the Mid-Atlantic states.

The Linda D. and Albert M. Hartig Scholarship, established by Albert M. Hartig, Class of 1942, and his wife, is awarded to a student from the Mid-Atlantic or New England states.

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis, and Jefferson; second preference to students from rural counties in Vermont, New Hampshire, and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

Midwest States

The Patti and Taylor Abernathy Scholarship was established by the will of Taylor S. Abernathy, Class of 1914. Preference is given to students from the Midwest. The grant for this scholarship is made possible through the Taylor S. and Patti H. Abernathy Trust, Bank of America, Trustee.

The Caldwell Family Scholarship, established by Clarice H. and H. Van Yorx Caldwell, Jr., Class of 1940, is awarded with preference given to students from the Midwest.

Minnesota
The Ann and Russell McLean Scholarship was established in memory of Ann and C. Russell McLean, Class of 1943. The scholarship is awarded annually to entering Hamilton students demonstrating financial need and leadership capabilities, with first preference given to students from Minnesota.

New Hampshire
The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis, and Jefferson; second preference to students from rural counties in Vermont, New Hampshire, and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

New Jersey
The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California, and Illinois.

New York
The Adirondack Area Scholarship is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren, and Washington counties. Income from an endowment grant made to the College by Milton G. Tibbitts, Class of 1904, provides the funds.

The Alumni Association of Metropolitan New York Scholarship is offered to students who have attended schools in the New York City area.

The Arkell Hall Foundation Scholarship was established by the Arkell Hall Foundation. Preference is given to students from Canajoharie and the surrounding area.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, Class of 1896, in memory of his mother. Preference is given first to relatives of the donor; second to graduates of the public high schools in Boonville, Camden, Utica, and West Winfield, N.Y.; and finally to members of the Emerson Literary Society who have financial need.

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton Board of Trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas, and Essex County, N.Y.

The Charles T. Beeching, Jr. Scholarship was established by the law firm of Bond, Schoeneck and King, L.L.P., to honor the memory of Charles T. Beeching, Jr., Class of 1952, who had a distinguished career with that firm from 1962 until 1998. The scholarship is awarded to students demonstrating financial need, with preference given to students from Central New York.

The John H. Behr Scholarship, established through a gift of Mr. Behr, Class of 1934, is awarded for up to four years, with preference given to students matriculating from the ABC program sponsored by the Clinton community.

The Robert S. Bloomer Scholarship was established by Robert S. Bloomer, Jr., Class of 1950, and his mother, Mrs. Robert S. Bloomer, Sr. It is awarded to students demonstrating financial need, with preference given to students from Newark High School in Newark, N.Y.

The Bond Family Scholarship is awarded with first preference given to students who can be reasonably identified as the son or daughter of a living or deceased firefighter, law enforcement officer, or teacher from one of the five boroughs of New York City or from Westchester County, N.Y.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County, and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, N.Y.; second to a resident of Chenango County; and third to a resident of New York State.

The Christine C. Carey Memorial Scholarship was established by James J. Carey, Class of 1971, in memory of his wife, a longtime friend of the College. It is awarded with first preference given to students from Lansingburgh High School in Troy, N.Y. Second preference will be given to students from the surrounding New York counties of Rensselaer, Schenectady, and Albany.

The Earle M. Clark Scholarship, established in memory of Mr. Clark, a member of the Class of 1907, is awarded to an outstanding student from New York State with an interest in public speaking, with preference given to a graduate of a public high school and a resident of Broome County. It is renewable each year, provided need continues to be demonstrated.

Community College Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The CORKS Scholarship, established by the Confrerie of Retired Kindred Spirits, an informal organization of retired Syracuse, N.Y., area businessmen, is awarded with preference given to students from the greater Syracuse area.

The Dewar Foundation Scholarship, established in 1990 by the Dewar Foundation, is awarded to students from Oneonta (N.Y.) High School.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (N.Y.) Central High School and Prescott (Ariz.) High School.

The David J. Doyle ’39 Scholarship, established by the estate of Muriel J. Doyle, widow of David J. Doyle ’39, is awarded with preference given to students demonstrating financial need from Orleans County, N.Y.

The Marjorie H. A. and Burke W. Drummond ’31 Scholarship was established by Marjorie H. A. Drummond, widow of Burke W. Drummond ’31, mother of R. Steven Anderson ’66 and grandmother of Avery C. Anderson ’03. It is awarded with preference given to students from Auburn, N.Y., or Cayuga County, N.Y.

The George E. Dunham Scholarship, established by George E. Dunham, Class of 1879, is awarded to graduates of the Utica Senior Academy (now Proctor High School), Utica, N.Y.

The LT Willard B. Eddy, Jr. Memorial Scholarship, established by Mr. and Mrs. Willard B. Eddy in memory of their son, is awarded in certain years on a competitive basis to entering students who attended secondary school in Livingston, Monroe, Ontario, Orleans, Wayne, and Yates counties, New York. The scholarship is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood in memory of his wife’s father, a member of the Class of 1862, is awarded with preference given to students from Steuben County or from the western part of New York State.

The Mark T. Fedorcik ’95 Scholarship is awarded with first preference to students from New York City; second preference to students from the greater metro-New York area.

The Leonard C. ’19 and Mildred F. Ferguson Scholarship, established by Hamilton trustee Nancy Ferguson Seeley in memory of her parents, is awarded with preference given to students with financial need from Jefferson or St. Lawrence county, N.Y.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland (N.Y.) High School.

The Geneva Presbytery Scholarship is awarded with preference given to a student designated by the Geneva (N.Y.) Presbytery.

The John Dayton Hamilton Scholarship, established by the Gebbie Foundation in honor of John D. Hamilton, Class of 1922, is awarded with preference given to students from Chautauqua County, N.Y.

The Henry W. Harding Memorial Scholarship, established by family and friends in memory of Henry Harding, Class of 1934, is awarded to a graduate of a public high school in Oneida County, N.Y.

The David Shove Hastings Scholarship, established by Mr. and Mrs. J. Murray Hastings in memory of their son, a member of the Class of 1944, is awarded in certain years on a competitive basis to entering students who attended secondary school in Cayuga, Cortland, Onondaga, Oswego, and Seneca counties, N.Y.

The Charles Anthony Hawley Scholarship was established under the will of Anna H. Story in memory of Mr. Hawley, Class of 1859. It is awarded with preference given to graduates of schools of Seneca Falls, N.Y.

The William Randolph Hearst Scholarship, established by The Hearst Foundation, is awarded to economically disadvantaged students, with preference given to students from New York State.

The Anthony and Lilas Hoogkamp Scholarship, established by Gregory T. Hoogkamp, Class of 1982, in honor of his parents, is awarded with preference given first to the son or daughter of a New York State police officer.

The Maurice S. Ireland Memorial Scholarship, established under the will of Maurice S. Ireland, Class of 1926, is awarded with preference given to students from Norwich, N.Y.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives, Class of 1919. It is awarded in certain years with preference given first to the son or daughter of an employee of the company, and second to a resident of Chenango County, N.Y.

The C. Christine Johnson HEOP/Scholars Fund was established in 2001 by C. Christine Johnson and by alumni, students, and friends of Hamilton's Higher Education Opportunity/Scholars Program upon the occasion of Christine's 30th anniversary with the program. It provides scholarship support to HEOP/Scholars Program students.

The Robert G. and Kimberly A. Johnson Scholarship, established by Robert G. Johnson, Class of 1979, is awarded with preference given to students from Syracuse, N.Y., the state of Texas or Central New York.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, N.Y.

The Robert A. Kerr, Class of 1940, **Scholarship** is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

The Lascell-Sargent Family Scholarship is awarded with first preference given to students from Albion, N.Y., and with second preference to students from rural counties of Western New York who demonstrate financial need.

The Augusta M. Loevenguth Memorial Scholarship is awarded with preference given first to a relative of the family, and second to a student from Camden in Oneida County, N.Y.

The Frank K. Lorenz Scholarship, established by Editor Emeritus of the *Hamilton Alumni Review* Frank K. Lorenz, is awarded to graduates of New York State high schools, with preference given to students from rural areas.

The Edward C. and Elizabeth S. Martin Memorial Scholarship, established by the will of Elizabeth Martin, widow of Edward Martin, Class of 1927, is awarded to deserving students from Oneida County, N.Y., who have demonstrated outstanding academic achievement and extracurricular involvement.

The Ralph A. and Altina G. Mead Scholarship, established by members of the family of Ralph A. and Altina G. Mead, is awarded to qualified and deserving students, with preference given to those from the Capital District of New York State.

The Carl B. and Cordelia S. Menges Scholarship, established by Carl B. Menges, Class of 1951, and his wife, is awarded to first-year students who have demonstrated leadership, strong academic performance, and future promise. It is restricted to students from Suffolk County, with preference given to those from the East Hampton, N.Y., area, and is renewable for the sophomore, junior, and senior years.

The John R. Munro Scholarship, established by John R. Munro, Class of 1987, and members of his family, is awarded on the basis of need, with preference given to entering students from Jefferson County, N.Y., who exhibit a combination of academic and extracurricular promise.

The New York City Public Schools Scholarship is awarded with preference given to students who are graduates of New York City public high schools.

The New York City Special Scholarship, established in 1990 by a challenge grant and by matching gifts from alumni and friends of the College, is awarded to students from the five boroughs of New York City.

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis, and Jefferson; second preference to students from rural counties in Vermont, New Hampshire, and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

The Frank and Mary Lou Owens Scholarship, established by charter trustee Amy Owens Goodfriend, Class of 1982, is named in honor of her parents and is awarded with preference given to students from Clinton, N.Y., or the Mohawk Valley.

The Howard W. Pearce Scholarship, established by Mrs. Howard Pearce and Frederick W. Pearce, Class of 1984, in memory of his father, is awarded to students from western New York State.

The Olive S. Quackenbush Scholarship was established through the bequest of Olive S. Quackenbush, a friend of the College. The scholarship is awarded to students from the greater Utica, N.Y., area who demonstrate financial need.

The Regan Family Scholarship, established in 2002 by R. Christopher Regan, Class of 1977, and his wife, Leslie Conway Regan, Class of 1979, and his brother Peter M. Regan, Class of 1975, and his wife, Aviva Schneider, Kirkland College Class of 1976, is awarded to students demonstrating financial need, with preference given to students from Upstate New York.

The Rifkin Scholarship, established by Daniel I. Rifkin, M.D., Class of 1988, and his wife, Laura, in honor of Daniel's father, Steven A. Rifkin, and in celebration of Daniel's 25th reunion, is awarded with preference given to students from Western New York.

The Owen A. Roberts Scholarship was established in memory of Owen A. Roberts, Class of 1925, by his former student Milton P. Kayle, Class of 1943. Mr. Roberts taught for many years at Utica Free Academy, and preference is given to graduates of that school or its successor institution.

The Romano Entrepreneurs Fund, established in 1999 by Utica businessman F. Eugene Romano, Class of 1949, in honor of his 50th reunion, provides scholarship support to Hamilton students from the Greater Utica/Mohawk Valley area who are interested in becoming entrepreneurs and in living and working in the Utica area after graduation.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, N.Y., and Pasadena, Calif.

The Andrew C. Scala Scholarship, established by Robert A. Scala, Class of 1953, and his wife, Janet C. Scala, in memory of Robert's father, is awarded with preference given to a deserving student of Italian descent from Upstate New York.

The Hans H. Schambach Scholarships, established by Hans H. Schambach, Class of 1943 and a life trustee of the College, are awarded to first-year students of outstanding personal and academic promise who are likely to make a significant contribution to the College and to benefit substantially from their undergraduate experience. Preference is given to applicants from the Clinton, N.Y., area.

The Arthur W. Soper Scholarship, established originally by A.C. Soper, Class of 1894, is awarded with preference given first to graduates of Rome (N.Y.) Free Academy; second to students from the City of Rome or Oneida County; and finally to students from Central New York.

The Southern Tier Scholarship is awarded to a student from the Binghamton or Elmira areas of New York who qualifies for financial aid. If there is no such eligible student, it may be used for any student who qualifies for financial aid.

The Grace Ione Spencer Memorial Scholarship, established by friends of this longtime teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area of New York. Preference is given to a student who is concentrating in a discipline within the humanities.

The Edmund F. Taylor '82 Scholarship is awarded with preference given to students from the greater metro-New York area who intend to pursue a career in the for-profit sector.

The 3rd Battalion, 26th Marines Scholarship, established through a gift from Col. Kurt L. Hoch, USMC (Ret.), a member of the Class of 1944, is awarded to rising sophomore, junior, or senior students demonstrating financial need and strong leadership skills either through involvement in campus or community activities with preference given to students from Herkimer, Lewis, Madison, or Oneida (N.Y.) counties who have an honorable familial background in the U.S. Marine Corps.

The John W. Uhlein '79 Scholarship is awarded to students demonstrating promise and financial need with preference given to individuals who have participated in the Prep for Prep program, or a similar pre-collegiate, educational leadership program.

The Bill Weber Memorial Scholarship is awarded with preference given to students from Oneida, Madison, Southern Herkimer, Onondaga, Cayuga, Seneca, Ontario, and Yates counties, with first consideration given to students from Rome or Utica, N.Y.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, N.Y.

The Dale P. Williams '49 Family Scholarship was established by Dale P. Williams, Class of 1949, and his wife, Mary Lou, along with their children, Mitchell R. Williams, Class of 1978, and Suzanne Williams Vary, Class of 1982, and other family members and friends. Preference is given to students from Oneida, Herkimer, and Lewis counties, N.Y.

The Jack and Lynda A. Withiam Scholarship, established by Jack Withiam, Jr., Class of 1971, and his wife, is awarded with preference given to graduates of Horseheads (N.Y.) High School.

The Women's Christian Association of Utica Scholarship, established by the association, provides awards to female students. Preference is given to residents of Oneida County, N.Y.

North Carolina
The Doris Hudson Hart Memorial Scholarship, established by Warren E. Hart, Class of 1977, in memory of his wife, is awarded to students from North Carolina.

The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California, and Illinois.

Ohio
The Robert A. Kerr, Class of 1940, Scholarship is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

The Kessler Family Scholarship, established by John W. and Charlotte P. Kessler, parents of Jane Kessler Lennox, Class of 1992, is awarded to students demonstrating financial need with preference given to those from northeastern Ohio, including the greater Columbus area.

The Tunnicliffe Scholarships are available first to students from northwestern Ohio, and second to any student who qualifies for financial aid.

Oklahoma
The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chairman emeritus of the Hamilton Board of Trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas, and Essex County, N.Y.

South Carolina
The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chairman emeritus of the Hamilton Board of Trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas, and Essex County, N.Y.

The Robert A. Kerr, Class of 1940, Scholarship is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

Texas
The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton Board of Trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas, and Essex County, N.Y.

The Robert G. and Kimberly A. Johnson Scholarship, established by Robert G. Johnson, Class of 1979, is awarded with preference given to students from Syracuse, N.Y., the state of Texas, or Central New York.

The Elizabeth J. McCormack Scholarships were established by a grant from the Brown Foundation in honor of Elizabeth J. McCormack, a life trustee of the College. They are awarded to students from Texas, with preference given to those from the Houston area.

The Harry Roger and Fern Van Marter Parsons Scholarship was established by Jeffrey R. Parsons, Class of 1969, in memory of his parents. Preference is given to students from the state of Texas.

Vermont
The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis, and Jefferson; second preference to students from rural counties in Vermont, New Hampshire, and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

Western States
The David Butcher Memorial Book Award is made with first preference given to incoming students from California or the West Coast. The award may be renewed for the sophomore year.

The Kenneth W. Watters Scholarship, established by Kenneth W. Watters, Class of 1928, is awarded with preference given to students from the western part of the United States.

Wisconsin
The Rhind Family Scholarship was established by James T. and Laura C. Rhind, whose sons Jamie and David are members of the Classes of 1983 and 1985, respectively. Mr. Rhind was a member of the Class of 1944 and a life trustee of the College. The scholarship is awarded with preference given to students from the states of Illinois, Indiana, or Wisconsin who demonstrate need and exceptional academic promise.

The Robert B. Winkler Scholarship was established by Robert B. Winkler, Class of 1938, and is awarded to students from the state of Wisconsin.

International
The Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Russell T. Blackwood Scholarship was established by Jaime E. Yordán, a member of the Class of 1971 and a trustee of the College, in honor of Russell T. Blackwood, Hamilton's John Stewart Kennedy Professor of

Philosophy, Emeritus. A complementary fund to The Arnold L. Raphel Memorial Scholarship for female students from Pakistan, this scholarship is awarded with preference to male students from that country.

The Bernard F. Combemale Scholarship was established by Bernard F. Combemale, Class of 1951 and a former trustee of the College, and is awarded to foreign students enrolled at the College.

The Charlotte Perrins Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a female student from the British Isles.

The Howard F. Comrie Scholarship, established by the will of Mr. Comrie, Class of 1922, is awarded with preference given to a male student from the British Isles.

The Howard and Charlotte Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a student of Greek nationality or origin who is a graduate of Athens College in Greece.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Arnold L. Raphel Memorial Scholarship was established in memory of Ambassador Arnold L. Raphel, Class of 1964, by his family and friends. It is awarded with preference given to female students from Pakistan.

The Charles Van Arsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr., Class of 1972, by his family and friends. It is awarded to students from countries other than the United States or Canada, but when there are no such eligible students, it may be awarded without reference to the country of origin.

Other Special Scholarships

The George I. Alden Scholarship, established in 1989 by a grant from the George I. Alden Trust of Worcester, Mass., is awarded to minority students.

The Class of 1969 Alexander Hamilton Scholarship was established by the class upon the occasion of its 40th reunion, in recognition of the principles of the founding fathers. It is awarded to juniors or seniors who evidence academic achievement and a commitment to activities that contribute to the College community.

The Alpha Delta Phi Fraternity Scholarship was established by the Hamilton chapter of the Alpha Delta Phi fraternity. Preference is given to students who are members, or descendants of alumni who were members, of that fraternity.

The James R. Andrews Scholarship was established by a bequest from James D. Andrews in memory of his son James R. Andrews '88.

The B.T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The Robert P. Bagg, Sr. '12 Scholarship was established by Dr. Richard C. Bagg, Class of 1944, in memory of his father, Robert P. Bagg, Sr., a member of the Class of 1912 and a trustee of the College. The scholarship is awarded with preference given to students who display leadership, creativity, and determination in the classroom and in extracurricular activities.

The Baker Family Scholarship, which recognizes three generations of Bakers at Hamilton, is awarded with preference given to students who have declared a concentration in economics.

The John L. Baldwin, Jr. Scholarship, established by Jeffrey Steinkamp, Class of 1953, is awarded with preference given to students who plan to contribute to the musical life of the College.

The Barrett-Briggs Scholarship Fund, established by Thomas J. Schwarz, Class of 1966, in honor of professors Edwin Barrett and Austin Briggs, long-standing and distinguished professors of English at Hamilton, is awarded to rising juniors or seniors majoring in English who have demonstrated outstanding academic excellence, superior writing abilities, and significant financial need.

The Bates Family Scholarship, established by Janet M. Bates in honor of her late husband, George P. Bates, Class of 1936, and his brother John H. Bates, Class of 1936, who was killed in action during WWII, is awarded with preference given to Hamilton students in their junior and senior years who plan to pursue a career in medicine.

The Andrew W. Begley Scholarship was established in memory of Andrew W. Begley, Class of 1999, by his family and friends. The scholarship is awarded to a rising junior or rising senior majoring in economics who demonstrates financial need.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Seymour Bernstein Scholarship was established by Richard Bernstein, Class of 1980, in honor of his father, Seymour Bernstein. The scholarship is awarded with preference given to minority students studying chemistry or science.

The Leet Wilson Bissell Scholarship in Science, established by Leet W. Bissell, Class of 1914, and his daughter Nancy Bissell Turpin, is awarded to an outstanding first-year student who intends to concentrate in a discipline within the sciences.

The Wayland P. Blood Family Scholarship, established by the Blood family and their friends in honor of Wayland P. Blood, Class of 1914, is awarded with preference given to students with a broad range of interests both inside and outside the classroom.

The Jane D. and Ellis E. Bradford Scholarship is awarded to incoming students who evidence strong academic profiles and considerable financial need. Preference is given to first-generation college students. The award may be renewable for subsequent years provided the recipients maintain at least a B average and demonstrate a commitment to and involvement in the greater Hamilton community.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extracurricular activities.

The Mac Bristol '43 Memorial Scholarship is awarded with preference given to students demonstrating leadership through active involvement in extracurricular activities, as well as exhibiting academic promise.

The Mac Bristol Scholarship, established in honor of William M. Bristol III, Class of 1943 and chairman of the Board of Trustees from 1977 to 1990, is awarded to a sophomore who is a strong student, an active participant in the classroom and in extracurricular activities, and who possesses high ideals and demonstrates community leadership.

The William M. Bristol, Jr. Scholarships, established through the bequest of William M. Bristol, Jr., Class of 1917, are awarded to entering students who have strong academic records and have demonstrated their proficiency in oral and written communication and their commitment to citizenship. The grants are renewable.

The Donald E. Burns Delta Kappa Epsilon Fraternity Scholarship was established by the Hamilton chapter of the Delta Kappa Epsilon fraternity and will be used solely for students who are members, or descendants of alumni who were members, of that fraternity.

The Byne Scholarship was established by George A. Clark in memory of his sister Harriet Emily Clark Byne. It is reserved for a candidate for the Presbyterian ministry to be designated by the pastor and the session of the First Presbyterian Church of Utica, N.Y., or by the College.

The Florence and Harlan F. Calkins Scholarship was established by the family and friends of Harlan F. Calkins, Class of 1929, and is awarded at the discretion of the Scholarship Committee to a student of outstanding character and leadership.

The Class of 1981 Roy Alexander Ellis Minority Scholarship was established on the occasion of the 10th reunion of the class. Named after a member of the Class of 1924, one of the first black graduates of the College, it is awarded to an entering minority student.

The Class of 1994 Scholarship was established by the Class of 1994 on the occasion of its commencement. It is awarded to a rising senior to reduce the recipient's debts.

The 1LT Michael J. Cleary '03 Scholarship was established in 2006 in memory of 1LT Michael J. Cleary, Class of 2003, by his family and friends. 1LT Cleary died in December 2005 while in the service of his country in Iraq. This scholarship is awarded to students who demonstrate the highest qualities of citizenship, commitment, and spirit of service to Hamilton and the greater community, with preference given to students who are the sons or daughters of an individual injured or killed in the service of their country.

The Earl C. Cline Scholarship, established by family members in memory of Earl C. Cline, Class of 1956, is awarded to students who demonstrate high moral values.

The John L. Coe Scholarship, established by John L. Coe, Class of 1923, is awarded to students who are doing superior work in mathematics.

The Robert E. Cook Scholarship Fund was established by Camberly G. Cook, Class of 1991, and Duncan S. Routh, Class of 1990, in honor of Ms. Cook's father. This scholarship provides support to students demonstrating financial need. Preference is given to first-generation college students.

The Cowles Family Scholarship was established by trustee Julia Cowles, Class of 1984, in memory of her parents, Chauncey Cowles, Class of 1933, and Janet Crowley Cowles, to mark the occasion of Mr. Cowles' 100th birthday. It is awarded with preference given to students who are U.S. citizens demonstrating financial need.

The Crane Scholarship, established by Dr. A. Reynolds Crane, Class of 1929, and his wife, Harriet C. Crane, is awarded to students who, through employment, are making a substantial contribution toward their own educational expenses.

The Sean C. Delaney Scholarship, established by friends and classmates of Sean C. Delaney, Class of 1980, is awarded with preference given to a rising sophomore who demonstrates campus citizenship, positive influence on others, and intellectual passion.

The Delta Upsilon Fraternity Scholarship was established by the Hamilton chapter of the Delta Upsilon fraternity. Preference is given to students who are members, or to descendants of alumni who were members, of that fraternity.

The DeSanctis Family Scholarship honors the parents of Dr. Alfred L. DeSanctis, Class of 1939. It is awarded with preference given to students demonstrating excellence in the classroom while pursuing a pre-medical school course of study.

The Dirvin Family Scholarship, established by Gerald V. Dirvin, Class of 1959, and his wife, Polly, is awarded with preference given to students who are U.S. citizens demonstrating significant financial need.

The Edwin W. Dixon, Mary E. Dixon, Julia D. Comstock, Helen B. Comstock, and Doane C. Comstock Scholarship was established by Doane Comstock, a member of the Class of 1927, and his wife, Helen Brancati Comstock. It is awarded to students who are U.S. citizens, and who have demonstrated outstanding scholastic ability as well as a need for financial assistance.

The Charles Edward Doran, Jr. '51 Scholarship was established by Richard F. Kadlick, Class of 1979, in memory of his uncle. The scholarship is awarded with preference given to students who are concentrating in American history.

The Doremus Scholarship Fund, established by Dr. William Doremus, Class of 1942, is awarded with preference given to students displaying a high degree of integrity and honesty, and who contribute to the Hamilton community outside of the classroom.

The Antoine du Bourg '53 Music and Art Scholarship was funded by the estate of Antoine du Bourg, a member of the Class of 1953. It is awarded to students demonstrating financial need who are interested in music and the arts.

The Charles Holland Duell Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The James Taylor Dunn Scholarship, established by James Taylor Dunn, Class of 1936, to honor James W. Taylor, Class of 1838, is awarded with preference given to students in the liberal arts who are in need of scholarship assistance and whose academic performances have earned them places on the Dean's List.

The Peter W. Dykema Music Scholarship was established by Jack Dengler, Class of 1934, in memory of his wife's father, and is awarded to students who participate in the College's performing musical groups.

The Emerson Literary Society Scholarship was established at Hamilton by the Emerson Literary Society. Preference is given to students who are members, or descendants of alumni who were members, of that society.

The Henry C. Estabrook Scholarship, established through a distribution from the trust of Louise Pike, is awarded with preference given to students studying biology or Latin.

The George J. Finguerra-CIT Group Scholarship, established by the CIT Foundation in honor of George J. Finguerra, father of Dyan M. Finguerra, Class of 1992, is awarded with preference given to minority students.

The First Generation Scholarship is awarded on the basis of demonstrated financial need, with preference given to a first-generation college student.

The E. Root Fitch Scholarships were established by E. Root Fitch, Class of 1886, and are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character, and salutary influence on the life of the College.

The Douw Henry Fonda Memorial Scholarship in Journalism, established through a bequest from Jane Fonda Randolph in memory of her brother Douw H. Fonda, Class of 1931, is awarded to students who have distinguished themselves as writers and who are considering a career in journalism.

The Qijia Fu '96 Memorial Scholarship was established in memory of Qijia Fu, Class of 1996, by his family and friends. It is awarded to students demonstrating financial need, with preference given to students who study physics, who are dedicated to the pursuit of truths in science and who are modest, sincere and always ready to help others.

The Dr. Joe and Ann Gadbaw Family Scholarship was established by Dr. Joseph J. Gadbaw, Class of 1939. It is awarded to students demonstrating financial need, with preference given to those following a pre-medical course of study.

The Sidney and Laura Gilbert Scholarships are awarded to incoming first-generation college students. Sidney (1912-2000) and Laura (1917-2009) grew up in New York City in poor immigrant families. Neither received much formal education, though they deeply valued learning. Having prospered, they reserved a portion of their estates to enable others to obtain the education they were denied.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The F. Hamilton Gouge Fund was established in 2013 by Thomas Hamilton Gouge, Class of 1966, and his family in memory of Tom's father, Class of 1940, his grandfather, Class of 1911, and his great-grandfather, Class of 1870. This scholarship, which recognizes five Gouge generations at Hamilton and the unique role of Tom's great-grandfather as an architect of the College, is awarded to students majoring in the arts, broadly defined.

The J. Edward and Marie M. Hacker Scholarship, established by James E. Hacker, Class of 1981, in honor of his parents, is awarded with preference given to a student who is pursuing either a major or a minor in music.

The Doris M. and Ralph E. Hansmann Scholarship, established by Betty and Malcolm Smith in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, and his wife, Doris, is awarded to students who are disabled or visually- or hearing-impaired.

The Edith Hale Harkness Scholarship, established in memory of Edith Hale Harkness by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded with preference given to students in the performing arts.

The Charles Harwood Memorial Fund Scholarship was established by Charles Harwood, Jr. in memory of his father, Charles Harwood, Class of 1902. It is awarded to students majoring in the classical languages, American history, or English.

The Joan Hinde Stewart Scholarship was established by members of the Hamilton Board of Trustees, alumni, parents, and friends of the College to recognize and celebrate Joan Hinde Stewart's 13 years of service as president.

The Anthony and Lilas Hoogkamp Scholarship, established by Gregory T. Hoogkamp, Class of 1982, in honor of his parents, is awarded with preference given first to the son or daughter of a New York State police officer.

The Huguenot Society Scholarship is available to a student whose ancestry meets the requirements of the society and who satisfies the College's regular requirements for financial aid.

The Elizabeth B. and Joel W. Johnson Scholarship is awarded with first preference given to students who are the children of either public school teachers or ordained Congregational (United Church of Christ) ministers.

The Clara B. Kennedy Scholarships, established by Karen A. and Kevin W. Kennedy, Class of 1970, in honor of Mr. Kennedy's mother, are awarded with preference given to entering minority students who show promise in terms of their ability to contribute to academic and campus life at Hamilton. The scholarships are renewable.

The Karen A. Kennedy, M.D. Scholarship, established in her honor by her husband, Kevin W. Kennedy, Class of 1970, is awarded with preference to students who intend to go to medical school and who show compassion for members of the Hamilton community.

The Kevin W. Kennedy '70 Scholarship was established in 2011 in honor of Kevin W. Kennedy, Class of 1970, by his colleagues and friends on the occasion of his retirement from Goldman Sachs.

The Edwin J. Kenney, Jr. Scholarship was established by Taggart D. Adams, Class of 1963 and a trustee of the College, in honor of Edwin J. Kenney, Jr., Class of 1963, Distinguished Teaching Professor of Humanities and chairman of the English Department at Colby College. It is awarded to a student who has shown an interest in teaching.

The Robin B. Kinnel Scholarship was established by Peter N. Schlegel, M.D., Class of 1979, in honor of Robin B. Kinnel, Ph.D., the Silas D. Childs Professor of Chemistry Emeritus and lecturer in environmental studies. It is awarded with preference given to students pursuing either a major or a minor in mathematics or chemistry.

The Reid W. Kittell Scholarship was established by the family and friends of Reid Kittell, Class of 1988, in his memory. It is awarded to a well-rounded student who demonstrates sensitivity and thoughtfulness for others in the community.

The A.G. Lafley Family Scholarship, established by A.G. Lafley, Class of 1969, is awarded with preference given to students who have participated or are participating in a Hamilton-approved study-abroad program. When possible, recipients should have at least a 3.0 GPA.

The A.G. Lafley '69 / General Electric Scholarship was established by a generous gift from General Electric in honor of A.G. Lafley, Class of 1969, to recognize his service as a director of the company. The scholarship is awarded with preference given to students who have participated or are participating in a Hamilton-approved study-abroad program. When possible, recipients should have at least a 3.0 GPA.

The Leavenworth Scholarship, established by Elias W. Leavenworth in 1882, is awarded to students with the name of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to talented undergraduates who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is at the College, for a senior in the Emerson Literary Society. If awarded to a senior, it is intended for graduate study leading to a career in law, medicine, journalism, teaching, or theology.

The William DeLoss Love Scholarship was established by William D. Love, Class of 1909, Mrs. William D. Scranton and others. Preference is given to descendants of William DeLoss Love, Class of 1843.

The William DeLoss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Annie L. MacKinnon Scholarship was established by Dr. Edward Fitch with the stipulation that preference be given to a student whose record shows ability and interest in mathematics.

The William R. Marran III Scholarship is awarded to qualified students from disadvantaged backgrounds who might otherwise be overlooked by a selective admission process.

The David E. Mason Scholarship, established by David E. Mason, Class of 1961, is awarded to a member of Alpha Delta Phi.

The John P. and Marguerite McMaster Scholarship, established through a bequest from the estate of Marguerite McMaster, is awarded with preference given to students intending to pursue a career in sociology.

The John McNair Scholarship, established by the will of Edna Thirkell Teetor in memory of her grandfather, Class of 1827, is reserved for students registered in the 3-2 engineering program.

The Selby and Richard McRae Scholarship is awarded to outstanding candidates for admission to Hamilton who would be otherwise unable to attend.

The Morgan Family Fund, established by Susannah Morgan, Kirkland College Class of 1972, and her husband, James A. Morgan, Jr., Class of 1971, provides financial support (either through scholarships or tutorials) to students with learning challenges.

The Nye Family Scholarship was established by Daniel T. H. Nye, Class of 1988, and Meagan Knuetter Nye, Class of 1990, in honor of Daniel's parents, Molly Harding Nye and Joseph Samuel Nye. It is awarded with preference given to first-generation college students.

The Lance R. Odden Scholarship was established in honor of Lance R. Odden, headmaster of the Taft School in Watertown, Conn., by George F. Little II, Class of 1971. It is awarded to graduates of the Taft School who clearly demonstrated academic excellence and leadership capabilities while attending that institution.

The Jill Doonan Olwert '84 Scholarship is awarded with preference given to students majoring or minoring in mathematics.

The O'Shea Family Scholarship, established by Julia Saunders O'Shea, Class of 1987, and her husband, Sean, is awarded with strong preference to first-generation college students who are in the top 10% of their class (or equivalent), who are U.S. citizens, and who demonstrate significant financial need.

The David B. Parker Memorial Scholarship was established in honor of David Bruce Parker, Class of 1975, and is awarded to a member of the junior class who has completed the first three years at Hamilton with distinction in the study of French and/or history. The recipient must have demonstrated promise for useful citizenship through his or her character, scholarly attitude, the respect accorded the individual by members of the faculty, standing among peers, and contribution to the extracurricular life of the College.

The Florence Husband and Paul Parker Scholarship in honor of Florence Husband, an accomplished photographer, and Paul Parker, a long-time professor of art at Hamilton, is awarded with preference given to students enrolled in art or photography courses.

The Robert E. Peach Memorial Scholarship, established by the family and friends of Mr. Peach, a member of the Class of 1941, is awarded to promising students who have displayed leadership, creativity, and determination in the classroom and in extracurricular activities.

The Psi Upsilon Fraternity Scholarship was established by the Hamilton chapter of the Psi Upsilon fraternity. Preference is given to students who are members, or descendants of alumni who were members, of that fraternity.

The Norman F. Ruhle Scholarship was established by Muriel Ruhle, wife of Norman F. Ruhle, Class of 1937, in Mr. Ruhle's memory and on the occasion of the 60th reunion of the Class of 1937. It is awarded with preference given to juniors or seniors who demonstrate superior academic records and outstanding character, and who are majoring in history, government, foreign affairs, or related subjects.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The Herbert and Nancy Salkin Scholarship provides funds for a student interested in both studio art and laboratory science.

The Hilde Surlemont Sanders Memorial Scholarship was established by Paul F. Sanders, L.H.D. (Hon.) 1958, in memory of his wife. Preference is given to disadvantaged minority students.

The Howard J. Schneider, M.D. Scholarship, established in honor of Howard J. Schneider, Class of 1960, is awarded with preference given to a student excelling in science who has also displayed involvement and leadership in extracurricular activities.

The Christopher George Scott Scholarship, established by the Scott Family Foundation of Chicago in memory of Christopher G. Scott, Class of 1962, is awarded to a student with an outstanding academic record.

The Stuart L. Scott '61 Scholarship, established in honor and recognition of Stuart L. Scott, Class of 1961, who served as chairman of Hamilton's Board of Trustees from 2002 to 2008. It is awarded to U.S. citizens demonstrating financial need.

The Scurci Family Scholarship, established in 2004, is awarded to students demonstrating financial need, with preference given to those with a broad range of interests inside and outside the classroom.

The September 11th Scholarship Fund at Hamilton College was established in 2001 by a lead gift from Hamilton Trustee Stephen I. Sadove, Class of 1973, along with hundreds of gifts from alumni, parents, and friends, to honor the memory of Sylvia San Pio Resta, Class of 1995, Arthur J. Jones III, Class of 1986, and Adam J. Lewis, Class of 1987 — Hamilton alumni who tragically lost their lives during the Sept. 11, 2001, terrorist attacks on America. The scholarship is awarded based on financial need in the following order of preference: first, to students who are direct descendants of those alumni listed above; second, to students who are direct descendants of any other victim of the September 11th attacks; third, to students who are the direct descendants of victims of future national calamities; fourth, to students who have lost a parent for any reason.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love, Class of 1909, whose father was a member of the Class of 1876, is awarded first with preference given to any descendant of a member of the Hamilton classes of 1874, 1875, or 1876; second to a student from the West Coast; and third at the discretion of the College.

The Margaret and Herman Sokol Scholarship was established by Margaret M. Sokol, a friend of the College, to honor the memory of her husband, Herman Sokol, who held a Ph.D. from New York University in organic chemistry and had a distinguished career with Bristol-Myers Squibb. The scholarship is awarded to students demonstrating financial need, with preference given to students studying chemistry.

The Solomon Family Scholarship was established by trustee David Solomon, Class of 1984, and his wife, Mary Solomon, parents of Carrie Solomon, Class of 2016. It is awarded with preference given to students who excel academically, are involved in the extracurricular life of the College, and who demonstrate the greatest financial need.

The Schuyler B. Steere Scholarship was established for blood relations of the donor, Schuyler B. Steere, Class of 1851. If none appears, preference is given to candidates for the ministry.

The Philip Stewart Scholarship is awarded to juniors and seniors, with first preference given to students majoring in French or studying French; second preference is for students majoring in or studying romance languages.

The A. Waldron Stone Scholarship, established by William D. Stone, Class of 1961, in memory of his father, a member of the Class of 1919, is awarded to juniors and seniors who are majoring in geology or English.

The James Aloysius Stover Scholarship for Adirondack Adventure Fund was established in 2004 in memory of James, son of Susan Anderson, Class of 1987, and Keith Stover, Class of 1984, by his family and friends to provide support to first-year students with demonstrated financial need who wish to participate in the Adirondack Adventure Program.

The Edward and Virginia Taylor Scholarship was established in 2011 through an initial grant from the Sunup Foundation as recommended by Edward C. Taylor, Class of 1946, and his wife, Virginia Crouse Taylor.

The William K.-M. Tennant Memorial Scholarship was established in memory of William K.-M. Tennant, Class of 1958, by his family and friends. It is awarded with preference given to talented students who contribute to the performing and visual arts at the College.

The Eugene M. Tobin Scholarship honors Hamilton's 18th president for his 23 years of dedicated service to the College community, including 10 years as president. Initiated by President Tobin's family, the scholarship is awarded to students with an interest in and aptitude for the study of history, as well as demonstrated leadership and problem-solving abilities.

The Winton and Patricia Tolles Scholarship was established by family and friends to commemorate the 25 years of service provided by Dean Tolles, Class of 1928. It is awarded to first-year students who have demonstrated leadership qualities in secondary school and who are identified by the Admission Committee as unusually attractive candidates for matriculation. It is renewable for the sophomore, junior, and senior year, depending upon student performance.

The John W. Uhlein '79 Scholarship is awarded to students demonstrating promise and financial need with preference given to individuals who have participated in the Prep for Prep program, or a similar pre-collegiate, educational leadership program.

The Richard J. and Jean F. Valone Scholarship, established by Dr. Valone, Class of 1943, and his wife, Jean, is awarded with preference given to students who are planning a career in medicine.

The Henry B. Watkins Scholarship is awarded to an incoming student who has demonstrated academic excellence with preference given to one who has shown an active involvement through volunteerism in his/her local community's not-for-profit organizations.

The Kenneth J. Watkins '25 Scholarship was established by Russel A. Bantham, Jr., Class of 1963, and his wife, Ann Watkins Bantham, to honor the memory of Mrs. Bantham's father, Kenneth J. Watkins, Class of 1925. Mr. Watkins was a loyal and dedicated alumnus who built his career teaching science at Utica Free Academy in Utica, N.Y. The scholarship is awarded to students demonstrating financial need, with preference given first to students majoring in biochemistry, second to those majoring in chemistry, and third to those majoring in one of the natural sciences.

The Michael S. White Scholarship was established in his memory by friends of Michael S. White, Class of 1972. It is awarded in recognition of campus citizenship, school spirit, sensitivity to and positive influence on others, camaraderie, and a sense of fun.

The Ashley McLean-Brown Wilberding Scholarship was established by Mr. and Mrs. Stephen Van C. Wilberding in honor of their daughter, Ashley Wilberding, Class of 1994. It is awarded to a woman who is interested in the study of foreign languages and who has demonstrated leadership in broad-based extracurricular activities.

The Leroy Williams Scholarship, established by Leroy Williams, Class of 1889, is awarded with preference given to students intending to enter the Presbyterian ministry.

The Lawrence A. Wood '25 Memorial Scholarship was established by Margaret Buoy Wood in memory of her husband, Lawrence A. Wood, a member of the Class of 1925. It is awarded with preference given to students studying physics.

The Kirkland Endowment
The following scholarships are for the support of women at Hamilton:

The Edward Johnson Dietz Memorial Scholarship was established by family and friends of Julia Grant Dietz in memory of her son, and provides scholarships with preference given to women from the Syracuse, N.Y., area.

The Dorothy Scott Evans Memorial Scholarship, established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

The William and Mary Lee Herbster Scholarship was established by Mr. and Mrs. William G. Herbster to provide scholarships for women attending Hamilton. Mr. Herbster, Class of 1955, is a former member of both the Hamilton and Kirkland boards of trustees.

The Lillia Babbitt Hyde Scholarship provides support to deserving students at the discretion of the College administration.

Prize Scholarships

Following completion of one year at Hamilton, students are eligible to receive prize scholarships. These awards recognize academic achievement, as well as leadership, citizenship, and outstanding commitment to co-curricular life on College Hill.

Prize scholarships are awarded either in the fall at Convocation or in the spring on Class & Charter Day. Additional criteria may apply to the awards shown here.

The Dr. Philip I. Bowman Prize Scholarship was established by friends in honor of Dr. Bowman, a distinguished chemical engineer. It is awarded to a student who has a deep interest in science (preferably chemistry), foreign languages, and co-curricular involvement; who strives for perfection; and who has a high level of tolerance and empathy for others.

The Madeleine Wild Bristol Prize Scholarship in Music, established in memory of Madeleine Wild Bristol, is awarded to a rising sophomore, junior, or senior music student who is an outstanding performer, composer, scholar, or leader in music and who is also an active participant in a broad range of extracurricular activities.

The Coleman Burke Prize Scholarship, established by Coleman Burke, Class of 1934 and former chairman of the Board of Trustees, and his wife, Mary Poston Burke, is awarded to a sophomore who has demonstrated strong academic ability, as well as broad-based extracurricular involvement and the potential for leadership in the Hamilton community.

The Carter Family Prize Scholarship was established by Diane Carter Maleson, mother of Gwendolyn Maleson, Class of 1993, in memory of her parents, Gerald and Camille Carter, and her sister and niece, Joan and Christine Scholes. It is awarded to a student who excels in the visual or performing arts, who is a talented writer, and who maintains a minimum average of 85.

The Class of 2003 Memorial Prize Scholarship, established by the Class of 2003 in memory of their classmates and friends Jared Good, Matthew Houlihan and Christopher Kern, is awarded at the end of the sophomore year to that individual who exemplifies the true characteristics of a Hamiltonian as demonstrated by Jared, Matt and Chris.

The Class of 2009 Community Service Memorial Prize Scholarship is awarded to that rising junior or rising senior who has demonstrated a significant and substantial commitment to community service and, by his or her involvement, has affected a positive impact on the campus and the surrounding communities including, but not

limited to, the Village of Clinton, N.Y. Established by the Class of 2009, this prize honors the memory of classmates Katharine Eckman and Andrew Sheridan.

The Thomas E. Colby III Prize Scholarship in German, established by his family in memory of Thomas E. Colby, Class of 1942 and a professor of German at Hamilton from 1959 to 1983, is awarded to a student concentrating in German who has demonstrated superior scholarship in that discipline.

The Frank C. and Marion D. Colridge Prize Scholarship, established by Frank C. Colridge, Class of 1918, and his wife, Marion, is awarded to a junior who possesses the outstanding qualities of leadership and character as evidenced by broad-based participation in extracurricular activities at Hamilton.

The Curran Prize Scholarship, established by relatives of Colonel Henry H. Curran, Class of 1862, provides a scholarship for a student enrolled in courses in the Classical Languages Department and who has achieved a distinguished record in those courses.

The Ned Doyle Prize Scholarships, established by Ned Doyle, Class of 1924, is awarded to a rising sophomore, junior, and senior, each of whom has made a significant contribution to the College's extracurricular activities.

The Milton F. Fillius, Jr./Joseph Drown Prize Scholarship, established by the Joseph Drown Foundation and named in memory of Milton F. Fillius, Jr., Class of 1944, is awarded to a student completing the junior year who has been very successful academically, who has demonstrated outstanding leadership qualities while at Hamilton, and who is likely to make a significant contribution to society in the future.

The Dr. Edward R. Fitch Prize Scholarships in Classical Language, founded by E. Root Fitch, Class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of scholarship standing, character, and salutary influence on the life of the College.

The Randall J. Harris Prize Scholarship, created in memory of Randall J. Harris, Class of 1974, by his family and friends, is awarded to a junior concentrating in philosophy who has demonstrated superior scholarship in that discipline. Preference is given to a student expressing a desire to undertake graduate study in philosophy.

The L. David Hawley Prize Scholarship in Geology, established by alumni in honor of Professor Hawley, who taught geology at Hamilton for 25 years, is awarded to an outstanding junior who intends to go on to a career in geology. Consideration is also given to promise as a scientist, breadth of background in the sciences and general academic standing.

The Grant '21 and Silas '52 Keehn Prize Scholarship honors the memory of Grant Keehn, Class of 1921, a distinguished businessman and former chairman of the Board of Trustees, and his son Silas Keehn, Class of 1952, a life trustee of the College. It is awarded after the first year to students who have demonstrated notably strong characteristics of leadership and who are in good academic standing.

The Leonard E. and Sue J. Kingsley Prize Scholarship, established by Leonard E. Kingsley, Class of 1951 and a life trustee of the College, and his wife, Sue, is awarded to members of the sophomore or junior class who have demonstrated the potential for both significant academic achievement and community leadership.

The Kirkland Alumnae Prize Scholarship, established by the Kirkland College Class of 1974 and supplemented by other Kirkland classes, is awarded to an upperclass woman who exemplifies the ideals of Kirkland women, specifically initiative, creativity, and ingenuity, and who has the ability to achieve objectives through self-directed academic and nonacademic pursuits.

The Paul S. Langa Prize Scholarship, established by Paul S. Langa, Class of 1948, is awarded to the Hamilton student who has demonstrated academic excellence along with outstanding determination, leadership, and commitment in extracurricular activities.

The Calvin Leslie Lewis Prize Scholarship in the Dramatic Arts was established by Elisabeth and Charles G. Mortimer, Jr., Class of 1949, in memory of Mr. Mortimer's grandfather, Calvin L. Lewis, Class of 1890 and the Upson Professor of Rhetoric and Oratory from 1908 to 1935. It is awarded to students, preferably juniors, who have demonstrated an interest and ability in oral communication in its broadest aspects and who have actively and successfully participated in programs in the dramatic arts.

The Michael Maslyn '01 Memorial Prize Scholarship, established by the Class of 2001 in memory of their classmate Michael Maslyn, is awarded at the end of the junior year to that individual who demonstrates exceptional class spirit.

The Carl B. Menges Prize Scholarship in College Governance was established in 2000 by John D. Phillips, Jr., Class of 1969, in honor of Hamilton trustee Carl B. Menges, Class of 1951, and in recognition of his work to improve all aspects of Hamilton governance. It is awarded to a junior or senior who writes the best essay on any significant aspect of college governance, defined broadly to include academic, administration, admissions, alumni, buildings and grounds, endowment, finance, student life, and trustee issues.

The Robert Leet Patterson Prize Scholarships in Philosophy, established by Robert Leet Patterson, Class of 1917, are awarded to sophomores and juniors who have excelled in the study of philosophy.

The Frank Humphrey Ristine Prize Scholarship was established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, and is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid, and campus citizenship.

The Jenny Rubin Memorial Prize Scholarship, established by in memory of Jennifer Lynn Rubin, Class of 1983, by her friends is awarded to a rising senior woman who has evinced interest in, and ongoing commitment to, helping others improve their lives.

The William John Schickler III Prize Scholarship, established by family and friends in memory of William J. Schickler III, Class of 1982, is awarded to a rising junior who demonstrates good academic performance, financial need, enthusiasm for life, and dedicated participation in extracurricular activities.

The James Soper Merrill Prize, established in memory of James Soper Merrill by his cousin, James P. Soper, Class of 1911, is awarded at Commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." Selected by the faculty, the recipient is presented with a gold watch.

The Frederick Reese Wagner Prize Scholarship in English, established by former students and others in honor of Professor Wagner, who taught English at Hamilton from 1969 to 1995, is awarded for excellence in the study of literature in English.

The Sam Welsch Memorial Prize Scholarship in Computer Science, established in memory of Sam Welsch by Jason Fischbach, Class of 1994, and his parents, is awarded to a student who excels in and shows enthusiasm for the study of computer science. The award is not limited to computer science concentrators.

The Sidney and Eleanor Wertimer Prize Scholarships in Economics, established by John Phillips, Jr., Class of 1969, and John Phillips, Sr. in honor of Sidney and Eleanor Wertimer, are awarded to up to five juniors who have excelled in the study of economics.

Fellowships & Scholarships

Fellowships are awarded to graduating seniors to assist them in furthering their education.

The Manley F. Allbright Fellowship, established by Mrs. Manley F. Allbright in memory of her husband, a member of the Class of 1903, provides funding for the first year of graduate study in a divinity school.

The Judge John Wells Fellowship provides a stipend for graduate work in the general areas of government and political science to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in political science.

The Bristol Fellowship began in 1996 as part of a gift to Hamilton by William M. Bristol, Jr., Class of 1917. Created by his family, this fellowship encourages Hamilton students to experience the richness of the world by living outside the United States while pursuing a project of deep personal interest.

The Beinecke Scholarship seeks to encourage and enable highly motivated students to pursue opportunities available to them and to be courageous in the selection of a graduate course of study in the arts, humanities, and social sciences.

The Critical Language Scholarship, administered by American Councils for International Education, is designed to expand the number of Americans studying and mastering critical foreign languages.

The Fulbright Grants for Graduate Study, Research, and Teaching Abroad were created by Congress in 1946 to foster mutual understanding among nations through educational and cultural exchanges. The program enables U.S. students to study, conduct research, pursue independent projects, and teach English while benefiting from unique resources in every corner of the world.

The Gilman International Scholarship recognizes students participating in nontraditional study-abroad programs.

The Barry M. Goldwater Scholarship and Excellence in Education Foundation, authorized by the Congress in 1986 to award undergraduate scholarships based on merit, provides scholarships to outstanding students who have demonstrated potential and intend to pursue careers in mathematics, the natural sciences, and engineering.

The National Science Foundation Graduate Research Fellowship recognizes outstanding students with support for research-based graduate study leading to doctoral degrees in science, technology, engineering, and mathematics disciplines.

The George Watson's College, Edinburgh, Scotland, Teaching Assistantship was established as an exchange between Watson's and Hamilton to provide a recent graduate with a comprehensive teaching opportunity.

The Thomas J. Watson Fellowship was established by the Thomas J. Watson Foundation to give exceptional college graduates the freedom to engage in a year of independent study and travel abroad to thoroughly explore a particular interest, to test their aspirations and abilities, to view their lives and American society in greater perspective, and to develop a more informed sense of international concern.

The Truman Scholarship supports the graduate education and professional development of outstanding young people committed to public service leadership.

The Udall Scholarship recognizes students committed to addressing environmental issues and concerns.

Internship & Research Funds

Internships and research funds are awarded to support student research projects during the academic year or over the summer.

The Allen Family Internship Fund provides for individual internship stipends to support full-time, unpaid or minimally paid internships for students wishing to expand their educational horizons in preparation for potential careers after graduation. Internships need not be limited to the student's proposed or declared area of concentration.

The Joseph F. Anderson '44 Internship Fund provides for individual internship stipends to support full-time internships for students wishing to expand their educational horizons in preparation for potential careers after graduation. Internships need not be limited to the student's proposed or declared area of concentration.

The Bristol-Myers Squibb Fellowship Program, made possible through grants from the Bristol-Myers Squibb Foundation, provides support for students engaged in summer research projects.

The Casstevens Family Fund was established by Mr. and Mrs. O.L. Casstevens, parents of Martin Casstevens, Class of 1980, and Michael Casstevens, Class of 1991, to support students working on special research projects.

The Chinese Language Career-Related Experience Fund, made possible by a gift from Shawn Warren Crowley, mother of Ryan Beres, Class of 2013, provides stipends to support career-related experiences, including internships, for students who are pursuing opportunities related to Chinese language studies. A student may be eligible to receive funding more than once during his or her tenure at Hamilton.

The Class of 1964 Internship Fund provides for individual internship stipends to support full-time, unpaid, or minimally paid internships for students wishing to expand their educational horizons in preparation for potential careers after graduation. Internships need not be limited to the student's proposed or declared area of concentration.

The Class of 2006 Internship Fund provides support for expenses associated with full-time, unpaid summer student internships, including, but not limited to, related transportation, room, and/or board expenses.

The George and Martha Darcy Internship Support Fund provides cost-of-living stipends to students possessing a B average or better and pursuing full-time internship opportunities in the areas of communications, writing, advertising, public relations, publishing, and/or media, including print journalism and telecommunications. Preference is given to students undertaking an internship during the summer between their junior and senior years.

The Dizengoff Family First-Year Forward Fund, established by Betsy W. and Ira S. Dizengoff, parents of Reuben Eli Dizengoff, Class of 2015, provides stipends to support career-related experiences, including internships, for students participating in Hamilton's First-Year Forward Program.

The Katharine Eckman '09 Internship Fund provides support for expenses associated with one or more full-time, unpaid or paid summer or post-graduate internships either in government (local, state, federal) or with an elected official, agency, or organization involved with making and shaping public policy.

The General Electric Fellowship Program for Minority Science Student Research, made possible through a grant from the General Electric Foundation, provides support for minority students conducting scientific research during the summer.

The Sidney and Laura Gilbert Internships provide financial support for approved, full-time summer internships.

The Ralph E. Hansmann Science Students Support Fund, established in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, provides support for science students conducting research during the academic year or over the summer.

The Howard Hughes Science Students Research Program, made possible through a grant from the Howard Hughes Medical Institute, provides support for undergraduate science students pursuing independent summer research projects.

The Jeffery Fund Science Internship supports stipends for off-campus student internships in the sciences and/or on-campus faculty-student collaborative research projects in the sciences.

The Kevin W. Kennedy '70 Internship Fund provides individual internship stipends to help support internships in the visual or performing arts, including the studio arts.

The Dr. Robert L. Montgomery '29 and Dr. Warren R. Montgomery '36 Fund provides support for student research in the sciences, specifically work done in conjunction with faculty-student research collaborations and faculty research.

The Robert S. Morris Class of 1976 Internship Fund provides internship stipends to support full-time, unpaid, or minimally paid internships for students wishing to expand their educational horizons in preparation for potential careers after graduation. Internships need not be limited to the student's proposed or declared area of concentration.

The Monica Odening Student Internship and Research Fund in Mathematics, established by life trustee William M. Bristol III, Class of 1943, in honor of his granddaughter, Monica Hastings Lee Odening, Class of 2005, provides support for directed student internships in mathematics and student-faculty collaborative research in mathematics.

The Alexander Paganelli Class of 2012 Memorial Student Research Endowment provides support for student research, on or off-campus, with preference given to students pursuing research in the natural sciences.

The Don Potter Endowment in Geology, established by friends and former students of Donald B. Potter in recognition of his 34 years as a professor of geology at Hamilton, provides support for undergraduates pursuing geological field research. Preference is given to summer field research projects.

The Steven Daniel Smallen Memorial Fund for Student Creativity, established by Ann and David Smallen in memory of their son Steven, encourages student creativity by providing funds for projects displaying some, or all, of the characteristics of originality, expressiveness, and imagination.

The Sandra Solomon Summer Internship Fund provides support for summer internships with preference given to students pursuing opportunities in science or medicine.

The Summer Internship Support Fund, established by John G. Rice, Class of 1978, provides grants to cover out-of-pocket expenses, including housing and travel, associated with both paid and unpaid student summer internship opportunities at profit and not-for-profit organizations.

The Edward and Virginia Taylor Fund for Student/Faculty Research in Chemistry provides support for summer student-faculty collaborative research in the field of chemistry, broadly defined, furthering the academic and personal growth of students and faculty members in this field of study.

The Bonnie A. Urciuoli Student Research Fund in Anthropology provides support for research activities for students majoring or minoring in anthropology or archaeology.

The Christie Bell Vilsack K'72 Internship Award provides support for expenses associated with summer internship opportunities including, but not limited to, related costs for transportation, meals, supplies, etc.

The Eleanor Walsh Wertimer Internship Fund provides for individual internship stipends to support full-time, unpaid, or minimally paid summer internships for students pursuing opportunities in the public or not-for-profit sector. The internship need not be limited to the recipient's proposed or identified area(s) of concentration. The intent is for students to view this as an opportunity to expand further their educational horizons in preparation for potential careers after graduation.

The Sergei S. Zlinkoff Student Medical Research Fund, established by the Sergei S. Zlinkoff Fund for Medical Education, provides research support for pre-medical students or for students engaged in research related to the field of medicine.

Achievement Prizes

Most prizes are given for academic achievement, either in general coursework, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the College community or personal character. Prizes are awarded in the fall, in the spring on Class & Charter Day and at Commencement. In all cases, prize committees reserve the right not to award a prize in any given year should there be no candidate or no candidate's entry of sufficient merit.

The American Chemical Society and Joint Polymer Education Committee Award, also known as the Undergraduate Award for Outstanding Performance in Organic Chemistry, is presented to a sophomore or junior for excellence in the two-semester organic chemistry sequence for chemistry majors.

The Babcock Prize in Philosophy and Pedagogy, established by Edward S. Babcock, Class of 1896, is awarded to a senior who has excelled "in philosophy, and particularly in the science of pedagogy."

The Edwin Barrett Prize, established by alumni in honor of Professor Barrett, who taught English and theatre at Hamilton from 1950 to 1987, is awarded to a student who, at the end of the sophomore year, has made a significant contribution to the College's theatre program.

The James L. Bennett Prize, established by Emma M. Bennett Elsing in memory of James L. Bennett, Class of 1871, is awarded to a rising senior who has completed the junior year with distinction.

The Emily and Alfred Bohn Prize in Studio Art, established by Harold C. Bohn, Class of 1926, in memory of his parents, is awarded to a junior or senior who demonstrates significant progress in studio art.

The Harold C. Bohn Prize in Anthropology was established by Harold C. Bohn, Class of 1926, and is awarded to a student who has excelled in the study of anthropology.

The Frederick Edmund Alexis Bush Award is presented to a member of the Student Assembly who is a great leader, a devoted representative of his or her class, a hard worker and an individual who follows through and ensures greatness.

The G. Harvey Cameron Memorial Prize, established by family, friends, and former students to honor the memory of Professor Cameron, who taught physics at Hamilton from 1932 to 1972, is awarded to that first-year student or sophomore who shows the most promise in experimental physics.

The COOP Service Prizes go to seniors who, over the course of their college careers, have demonstrated exceptional dedication to community service at Hamilton and leadership in making a difference in the lives of people and service organizations, both in our local area and in communities assisted by Alternative Spring Break work trips.

The Nelson Clark Dale, Jr. Prize in Music was established in memory of Captain Nelson Clark Dale, Jr., USMC, Class of 1942, by his parents, and is awarded to a student who has shown exceptional ability in music as a composer, interpreter, or leader, or who has contributed most to the musical life of the College.

The Darling Prize in American History, established by Charles W. Darling, Class of 1892, and supplemented by a friend of the College, is awarded to the senior having the most distinguished record in at least four courses in American history.

The Donald J. Denney Prize in Physical Chemistry, established by friends and former students in honor of Donald J. Denney, who taught chemistry at Hamilton from 1957 to 1986, is awarded annually to a student who excels in physical chemistry.

The Hamilton College Campus Service Awards are given each year to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service. Individual awards consist of a plaque with the student's name inscribed thereon.

The Arthur O. Eve Prize is awarded to the graduating senior in the Higher Education Opportunity Program/College Scholars Program who best exemplifies academic achievement and community service.

The Gélas Memorial Prize, established in 1955 by a group of alumni to honor the memory of Jean-Marius Gélas, fencing coach and professor of physical education from 1921 to 1946, is awarded to the senior who has shown the greatest development in strength of character, leadership and athletic ability while at Hamilton.

The Michael T. Genco, Jr. Prize in Photography, established by family and friends of Michael T. Genco, Jr., Class of 1985, is awarded to that student who, in the opinion of the appropriate faculty members of the Art Department, has submitted the most outstanding work to the Genco Photographic Contest and who has shown exceptional interest in photography.

The William Gillespie Prize in Art, established in memory of William J. Gillespie, Class of 1962, is awarded to a concentrator in art who excels in that subject.

The Adam Gordon Campus Service Awards, established in 1978 in memory of Adam Gordon, Class of 1980, provide cash prizes to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service.

The Edgar Baldwin Graves Prize in History, established by his former student, David M. Ellis, Class of 1938, is awarded to a senior who excels in the study of history.

The David J. Gray Prize in Sociology is awarded to the outstanding senior concentrator in honor and memory of Professor Gray, the first chair of the Sociology Department.

The Mary McMaster Hallock Prize in Science was established by Andrew C. Hallock, Class of 1938, in memory of his wife. It is awarded to a senior who has been admitted to medical school and who, in the judgment of the Health Professions Advisory Committee, has demonstrated excellence in coursework in science.

The Hamilton College Book Award in Russian is given to a student who has excelled in the study of Russian.

The Franklin G. Hamlin Prize in French, established by former students in honor of Professor Hamlin, who taught French at Hamilton from 1949 to 1980, is awarded to a senior who has excelled in French and plans to continue its study, or the study of a related field, in graduate school.

The Charles J. Hasbrouck Prize in Art History, established by Mr. and Mrs. Kenneth E. Hasbrouck, Sr. in memory of their son Charles J. Hasbrouck, Class of 1974, is awarded to a senior who has excelled in the study of art history.

The Hawley Prizes in Greek and Latin, established by Martin Hawley, Class of 1851, are awarded for excellence in Greek and Latin. Equal in value, the prizes take the form of books and are selected by the winners each year.

The Holbrook Prize in Biology, established by David A. Holbrook, Class of 1844, is awarded to the senior having the best record in six courses in biology.

The Constantine Karamanlis Prize in World Politics, established by Constantine Karamanlis, Class of 1998, and his family, honors the memory of Mr. Karamanlis' uncle, the former president of Greece, Constantine Karamanlis. The prize is awarded to the outstanding senior concentrator in world politics.

The Kirkland Prize in Mathematics, established by Abigail R. Kirkland, is awarded to a student who excels in mathematics.

The Kneeland Prize, established by the Rev. Martin Dwelle Kneeland, Class of 1869, is awarded to the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

The Edwin B. Lee, Jr. Prize in Asian History/Asian Studies, established by Alan H. Silverman, Class of 1976, in honor of Professor Lee, who taught history at Hamilton from 1958 to 1987, is awarded to a senior who has excelled in the study of Asian history or in Asian studies.

The Jonathan Marder Prize, established by Mr. and Mrs. Marder in memory of their son, a member of the Class of 1976, is awarded to a senior who excels in the study of psychology.

The Jeremy T. Medina Prize is awarded to a first-year student or sophomore who has demonstrated outstanding academic excellence and has been accepted into the subsequent year's Hamilton College Academic Year in Spain Program.

The Thomas E. Meehan Prize in Creative Writing, established by Thomas E. Meehan, Class of 1951, is awarded to two juniors who have distinguished themselves in creative writing.

The J. Barney Moore Prize in Art, established by the Class of 1982 in memory of J. Barney Moore, is awarded to a senior who excels in studio art.

The Norton Prize, established by Thomas Herbert Norton, Class of 1873, is awarded to the undergraduate who has demonstrated the greatest capacity for research in chemistry.

The Payne Hills Prize, established in 1982 by the Maynard family, is a Brunton pocket transit awarded annually to a member of the junior class excelling in geosciences field work.

The Walter Pilkington Memorial Prize, established by a friend of the College, is awarded to a student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

The Public Policy Prize, established by a friend of the College, is awarded to the senior with the best record in the Public Policy Program and in the Public Policy Seminar.

The Putnam Prize in American History, established by a gift from Dr. Frederick W. Putnam and supplemented by a friend of the College, provides books for the senior having the second-most distinguished record in at least four courses in American history.

The Renwick Prize in Biology, founded by Edward A. Renwick, is awarded to a member of the senior or junior class and provides a scholarship for the study of biology during the summer.

The Rogers Prize in Geology, established by E. Albert Rogers, Class of 1898, is awarded to a senior majoring in geology and excelling in the courses in that concentration.

The Sadler-Skinner Prizes for Excellence in Chinese Language and Literature are awarded for excellence in Chinese Language and Literature studies at the introductory and advanced levels.

The Senior Prize in Africana Studies is awarded to the outstanding senior concentrator in Africana studies.

The Senior Prize in Biochemistry/Molecular Biology is awarded to the outstanding concentrator in biochemistry/molecular biology.

The Senior Prize in Comparative Literature is awarded to the outstanding senior concentrator in comparative literature.

The Senior Prize in Dance and Movement Studies is awarded to the outstanding senior concentrator in dance and movement studies.

The Senior Prize in Economics is awarded to the outstanding senior concentrator in economics.

The Senior Prize in Environmental Studies is awarded to the outstanding senior concentrator in environmental studies.

The Senior Prize in Government is awarded to the outstanding senior concentrator in government.

The Senior Prize in Neuroscience is awarded to the outstanding senior concentrator in neuroscience.

The Senior Prize in Theatre is awarded to the outstanding senior concentrator in theatre.

The B.F. Skinner Prize, established in honor of B.F. Skinner, Class of 1926, is awarded to a senior who excels in psychological research.

The H. Samuel Slater Prize in Romance Languages, established in memory of his father-in-law, H. Samuel Slater, by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded to a student who, at the end of the sophomore year, has excelled in the study of a romance language.

The Southworth Prize in Physics, established by Tertius D. Southworth, Class of 1827, is awarded to a senior who excels in physics.

The Squires Prize in Philosophy, established by Byron B. Taggart, Class of 1896, in honor of William Harder Squires, Class of 1888, is awarded to the senior who has the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

The Theatre Department Book Prize in Playwriting acknowledges achievement in beginning playwriting and is awarded by the theatre faculty for produced or unproduced work. It is intended to encourage beginning playwrights (not necessarily theatre majors) to continue in the field, with an eye to applying in a later year for the Wallace Bradley Johnson Prize.

The Tompkins Prize in Mathematics, established by Hamilton B. Tompkins, Class of 1865, is awarded to two juniors who excel in mathematics. The award is based on an examination, near the close of the junior year, involving three years of work in mathematics.

The Underwood Prize in Chemistry was established as a fund by George Underwood, Class of 1838, and increased by J. Platt Underwood, Class of 1870. It is awarded to a senior who excels in chemistry.

The John Lovell Watters Prize, established in memory of John L. Watters, Class of 1962, is awarded to a graduating senior who has demonstrated excellence in French and who has made significant contributions to the intercollegiate athletics program.

The Karen Williams Theatre Prize, established in memory of Karen L. Williams, Class of 1988, is awarded to a member of the junior class who is majoring in theatre and who has demonstrated a generosity of spirit and commitment to theatre activities at Hamilton.

The Winchell Prize in Greek, established by Walter B. Winchell, Class of 1880, is awarded to the student who, beginning Greek in college, has the best record in six courses in this language.

The Woman of Color Scholarship, established by the Senior Women of Color in the Class of 1994, is awarded to an Asian-American, African-American, Latina-American, or Native American woman who has completed the junior year, exemplifies hard work and leadership, and portrays a strong positive role model for other women of color, but who has never been recognized formally by the Hamilton community.

The Wyld Prize in German, established by Lionel D. Wyld, Class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., is awarded to a junior or senior for excellence in German as evidenced by coursework and an essay.

Public Speaking & Writing Prizes

Public Speaking Prizes

The Clark Prize, established by Aaron Clark and increased by Henry A. Clark, Class of 1838, is awarded to that senior who is judged to be the best speaker in the annual Clark Oratorical Contest.

The McKinney Speaking Prizes, established by Charles McKinney, are awarded to the four students, one in each class, who have been determined the best speakers in competition.

The Earl H. Wright Prize for Excellence in Public Discourse and Advocacy was originally established by his son Warren Wright, with its legacy furthered by his grandson Scott Wright, Class of 1975. The prize is awarded to a junior or senior who has demonstrated excellence in these areas within the academic environment.

The Warren E. Wright Prize in Public Speaking, established by Robert S. Ludwig, Class of 1972, in honor of Warren E. Wright, the Upson Professor of Rhetoric and Oratory from 1977 to 1993, is awarded to that student who is determined to be the best speaker in the annual Wright Prize competition.

Writing Prizes

The Dean Alfange Essay Prizes, established by Dean Alfange, Class of 1922, are awarded to the students who write the best and second-best essays on a feature or an issue of American constitutional government.

The Cobb Essay Prize, established by Willard A. Cobb, Class of 1864, is awarded to the student submitting the best essay on journalism.

The Cunningham Essay Prize, established by John Howard Cunningham, Class of 1866, is awarded to the senior submitting the best essay on some phase of the life of Abraham Lincoln.

The Adam Gordon Poetry Prize for First-Year Students, established by Walter I. Kass, Class of 1978, in memory of Adam Gordon, Class of 1980, is awarded for the best poem submitted by a member of the first-year class.

The Doris M. and Ralph E. Hansmann Poetry Prize is awarded in honor of Ralph Hansmann, Class of 1940, and his wife, Doris, by the Academy of American Poets. The winning poet's work will be entered in a competition with the work of students from over 200 colleges and universities.

The Head Essay Prize, established by Franklin H. Head, Class of 1856, is awarded for the best senior essay on a theme relating to Alexander Hamilton.

The Wallace Bradley Johnson Prize, established by alumni of the College in honor of Wallace B. Johnson, Class of 1915, is awarded to that student who writes the best one-act play produced at the College.

The Kellogg Essay Prizes, established by Charles C. Kellogg, Class of 1849, are awarded to a junior, sophomore, and first-year student, each of whom has excelled in English essays.

The Kirkland Endowment Essay Prize in Interdisciplinary Studies, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on interdisciplinary studies.

The Raphael Lemkin Essay Prize was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide. It is awarded to the student writing the best essay on a topic related to Mr. Lemkin's concerns and reflecting his ideals.

The Pruyn Essay Prize, made possible by a fund set up in 1863 by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, is awarded to the senior or junior writing the best essay on "The Duties of Educated Young Citizens."

The William Rosenfeld Chapbook Prize in Creative Writing was established in honor of William Rosenfeld, a member of the faculty from 1969 to 1995, who directed the programs in creative writing at both Kirkland and Hamilton colleges. Awarded to a graduating senior whose portfolio of poetry, prose fiction, or drama is selected by faculty members in the Department of English, the prize provides for the publication of a chapbook of the student's creative writing.

The Alfred J. and A. Barrett Seaman Prizes in Writing were established in 2001 by A. Barrett Seaman, Class of 1967 and a trustee of the College, and by his father, Alfred J. Seaman, Jr. Recipients must be sophomores who demonstrate excellence in writing, richness, and clarity of thinking, and the ability to effectively communicate to a wide audience. These prizes are awarded at Convocation.

The Soper Essay Prize, established by Arthur W. Soper, Class of 1893, is awarded for the best essay written on a subject determined by the department in an economics course above the 400 level.

The Rose B. Tager Prize was established in 1984 by Steven M. Tager and is awarded to the student writing the best short story submitted in a competition.

The Todd Prize in Rhetoric and Mass Media, established by Charles Lafayette Todd, Class of 1933 and the Upson Professor of Rhetoric and Oratory at Hamilton from 1960 to 1977, is awarded to the student who writes the best essay on how electronic media influences political discourse and advocacy, thereby shaping public attitudes and behavior.

The George A. Watrous Literary Prizes, established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, are awarded in poetry, fiction, and criticism, with an additional prize for the winner whose work is considered to be the most promising.

The John V. A. Weaver Prize in Poetry was established by Peggy Wood in memory of her husband and is awarded for excellence in a poem or poems submitted for consideration.

The Sydna Stern Weiss Essay Prize in Women's Studies, established by the Kirkland Endowment Advisory Committee and named in memory of Sydna Stern Weiss, who taught German at Hamilton from 1974 to 1991, is awarded to the student who writes the best essay in women's studies.

FEDERAL & STATE ASSISTANCE PROGRAMS

Federal Awards

All federal assistance programs are constantly under review. The statements below were accurate as of August 2017, but subsequent legislation may have altered some of the programs. Please contact the Office of Financial Aid if you have any questions.

A candidate's eligibility for the following federal aid programs is based on a formula developed by the Congress of the United States and referred to as the Federal Methodology. The College may amend FM results in the awarding of institutional funds.

Pell Grants
Pell Grants are given to students whose federally defined expected family contribution is less than $5,328 for 2017-18. Grants for full-time study currently range between $596 and $5,920. Grant amounts may be adjusted annually to reflect amounts authorized and appropriated by the federal government.

The amount of an individual's award is determined by the Office of Financial Aid based on the results of a candidate's Free Application for Federal Student Aid (FAFSA).

In order to continue receiving awards, a student must make satisfactory academic progress and must not owe any refunds to the Federal Pell Grant or other federal student aid programs or be in default on repayment of any student loan.

Supplemental Educational Opportunity Grants (FSEOG)
Supplemental grants range between $100 and $4,000 annually and are awarded to students who demonstrate need, with preference given to recipients of Federal Pell Grants. Candidates who demonstrate need continue to be eligible for FSEOG assistance during the period required for the completion of the first undergraduate baccalaureate course of study.

Federal Direct Loan Program
The Higher Education Amendments of 1992 extended borrowing opportunities to all families, regardless of income or need. Students are eligible to borrow through the Federal Direct Student Loan Program, and parents may borrow through the Federal Direct Parent PLUS Loan Program. Interest subsidy for Federal Direct Student Loans, however, is restricted to those borrowers who demonstrate eligibility based on the Federal Methodology. The Free Application for Federal Student Aid (FAFSA) is required for any type of Federal Direct Loan (student or parent). The combined Federal Direct Student Loans, PLUS and other student aid cannot exceed the cost of attendance. Federal Direct Student Loans are available only to United States citizens or to noncitizens that have permanent resident status.

Federal Direct Student Loans
Subsidized Federal Direct Student Loans of up to $3,500 for first year, $4,500 for second year, and $5,500 for third- and fourth-year students are available for study at Hamilton through the Federal Direct Student Loan Program. Eligible students can request an unsubsidized Federal Direct Student Loan up to $2,000. Maximum dependent undergraduate indebtedness cannot exceed $31,000. The interest rate on a Federal Direct Student Loan is 4.45 percent for loans disbursed on or after July 1, 2017, and before July 1, 2018, and fixed for the life of the loan. Even though the statutory maximum may be borrowed, interest subsidy is available only on that portion for which the borrower has demonstrated need. The origination fee on a Federal Direct Student Loan is 1.066 percent.

Federal Direct Parent Loans (PLUS)
Federal Parent Loans for Undergraduate Students are available to creditworthy borrowers who seek assistance in meeting expected family contributions. There is no current maximum loan except that the amount borrowed cannot exceed the cost of attendance, less other financial assistance received by the student. The interest rate for a Federal PLUS is fixed at 7 percent for loans disbursed on or after July 1, 2017, and before July 1, 2018, and fixed for the life of the loan. The origination fee on a Federal Direct Parent PLUS Loan is 4.264 percent.

College Work-Study Program
Financial aid plans often include a work component. Hamilton gives preference to students who have the greatest financial need and who must earn a part of their educational expenses. Wage is determined by the nature of the job and the qualifications of the applicant.

U.S. Bureau of Indian Affairs Aid to Native Americans
Students who are enrolled members in a state or federally recognized tribe, or who are able to prove descendancy to a parent or grandparent who was/is an enrolled member, are eligible for a scholarship from the American Indian College Fund. Alaska natives may use Native Corporation membership.

Veterans Administration (VA) Educational Benefits
For more information regarding federal benefits provided by the Department of Veterans Affairs, please visit their website at www.gibill.va.gov.

State Awards

In compliance with the New York State Education Department regulations, eligibility for the continuation of funds awarded through the Tuition Assistance Program (TAP) or Children of Veterans (CV) requires the following minimal levels of academic progress:

Pursuit of the program of study toward the baccalaureate degree requires the completion of at least two courses during both the fall and spring terms of the first year, and the completion of at least three courses during the fall and spring terms of each succeeding year.

Satisfactory progress toward the completion of the degree requirements must be achieved. Satisfactory progress is not made by students who fail to pass at least half of the courses carried, who accumulate failures in a total of five courses, or who incur a third probation. Satisfactory progress includes the following minimal number of courses passed for the respective semi-annual TAP payments: first payment = 0 units, second payment = 3 units, third payment = 7 units, fourth payment = 10 units, fifth payment = 14 units, sixth payment = 17 units, seventh payment = 21 units, eighth payment = 24 units.

Failure to maintain these minimal standards of academic progress will result in the loss of funds from the TAP program. Any questions regarding this requirement should be addressed to either the registrar or the director of financial aid.

Tuition Assistance Program (TAP)
The Tuition Assistance Program is available to any New York State resident who is enrolled full time in an approved educational program in New York State. The amount of TAP is based on the amount of tuition charged and family taxable income (income after deductions). Taxable income is adjusted for additional family members enrolled in college full time, or for child support received from a non-custodial parent and any pensions the family may have.

The maximum adjusted taxable income for TAP eligibility for dependent applicants is $80,000. Awards range from $500 to $5,165 per year, depending on income and the year in which the first award was received. After a candidate has received payment for four semesters of study, his or her award is reduced by $100 for each subsequent year of study.

Undergraduate students generally will be eligible for no more than eight semesters of TAP payments, although students in certain pre-approved programs may be eligible for up to 10 semesters.

Applicants for TAP must first file a FAFSA. The United States Department of Education will forward relevant data of New York State residents to the New York State Higher Education Services Corporation (HESC) for further processing. Filers who do not hear from HESC by May 1 or three weeks after filing, whichever occurs last, should call the Financial Aid Office for assistance. Application status may be viewed online, and detailed information about all programs administered by HESC can be obtained at http://hesc.ny.gov.

Awards for Children of Veterans (CV)
An award of $450 per year is available to children of veterans who have died, have a current disability of 40 percent or more, or had such a disability at the time of death, resulting from United States military service during specified

periods. This award, available to New York State residents, is independent of family income or tuition and is made in addition to other grants or awards to which the applicant may be entitled. Additional information can be obtained on the HESC website.

State Aid to Native Americans
Awards of $2,000 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. Additional information can be obtained on the HESC website.

Memorial Scholarships
Memorial Scholarships provide financial aid, equivalent to the cost of tuition and fees at the State University of New York, to dependent children and spouses of deceased firefighters, police, corrections or peace officers and emergency service workers who have died of injuries sustained in the line of duty in service to the state of New York.

NYS Scholarship for Academic Excellence
Scholarships for Excellence provide up to $1,500 per year for up to five years of undergraduate study in New York State colleges.

World Trade Center Memorial Scholarship
The World Trade Center Memorial Scholarship guarantees access to a college education for the families and dependents of the victims who died or were severely and permanently disabled as a result of the Sept. 11, 2001 terrorist attacks. The amount of the award is tied to the cost of enrolling in the State University of New York.

Arthur O. Eve Higher Education Opportunity Program (HEOP)
HEOP awards are given to academically and financially disadvantaged students admitted to HEOP. Such awards are packaged with other needed assistance.

COLLEGE LOANS

The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess. Income from the fund is loaned to deserving students in need of financial assistance. According to the terms of the will, before loans are granted, students must agree to begin repayment within two years after graduation or on entering their "life work," and to complete repayment within five years after graduation or on entering their "life work," with interest at 5 percent per annum to begin at graduation or on entering their "life work."

The Joseph Drown Loan Fund was established in 1983 in memory of Joseph Drown, a friend of the College. Loans are available to deserving students at an interest rate 2 percent below the Federal Stafford Loan Program rate. No interest is incurred during in-school periods, and repayment does not begin until after graduation. Candidates from the western part of the United States receive priority consideration.

The Marshall L. Marquardt Loan Fund was established in 1980 under the will of Mary Sloane Marquardt in memory of her husband, Class of 1933. Loans are available to deserving senior-year students, and are repayable at an interest rate of 3 percent within three years after graduation. The interest begins to accrue six months after graduation.

The Gregory H. Rosenblum Loan Fund was established in 1989 by Miriam Friedman, daughter of Mr. Rosenblum, Class of 1892, and her family in appreciation for the financial aid he received at the College. Students who demonstrate need in emergency situations may borrow up to $250 in interest-free short-term loans in any one academic year, with repayment to be made within one year of the date that the loan is secured.

The Henry B. Sanson Loan Fund was established in 1978 by Mr. Sanson, Class of 1940. Loans are available to students who demonstrate need. Preference is given to students from Connecticut, or those from other New England states if none from Connecticut qualify. Interest at 5 percent is charged on the loans, which are repayable within 10 years of graduation.

The Elmer C. Sherman Loan Fund was established under the will of Ida M. Sherman in memory of her husband, Class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged, and the entire loan must be repaid within three years after graduation.

FAMILY EDUCATIONAL RIGHTS

Family Educational Rights & Privacy Act Annual Notice

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit, to the registrar, dean of students, academic department head or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

    a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College throughout in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

    b. Another exception that permits disclosure without consent is the disclosure of directory information, which the law and the College define to include the following: a student's name, home and campus addresses, email address, telephone listing, parents' name and address(es), date and place of birth, major or minor field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, photograph and the most recent previous educational agency or institution attended. This information is generally disclosed only for College purposes, such as news releases and athletic programs, and not to outside vendors. This exception is subject to the right of the student to object to the designation of any or all of the types of information listed above as directory information in his or her case, by giving notice to the dean of students on or before September 15 of any year. If such an objection is not received, the College will release directory information when appropriate.

    c. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

    Family Policy Compliance Office
    U.S. Department of Education
    400 Maryland Avenue, S.W.
    Washington, DC 20202-4605

d. Questions regarding FERPA and the procedures followed by the College to comply with the act may be referred to the dean of students or the registrar.

DEGREE PROGRAMS

The following programs for the degree of Bachelor of Arts at Hamilton College are registered with the New York State Education Department, Office of Higher Education and Professions, Cultural Education Center, Room 5B28, Albany, NY 12230. Phone: 518-474-5851.

Programs	HEGIS Code
Africana Studies	2211
American Studies	0313
Anthropology	2202
Art	1002
Art History	1003
Biochemistry/Molecular Biology	0414
Biology	0401
Chemical Physics	1999.20
Chemistry	1905
Chinese	1107
Classics	1504
Comparative Literature	1503
Computer Science	0701

Dance and Movement Studies	1008
East Asian Studies	0301
Economics	2204
English	1501
English Literature	1502
Environmental Studies	0420
Foreign Languages	1101
French	1102
Geoarchaeology	1999
Geosciences	1914
German Studies	0312
Government	2207
Hispanic Studies	1105
History	2205
Interdisciplinary Programs	4901
Mathematics	1701
Music	1005

Neuroscience	0425
Philosophy	1509
Physics	1902
Psychology	2001
Public Policy	2207
Religious Studies	1510
Russian Studies	0307
Sociology	2208
Theatre	1007
Women's Studies	4903
World Politics	2207
Writing	1507

2019-20 Hamilton College Catalogue

About Courses of Instruction

Updated Jul. 31, 2019

Courses of Instruction

For each course, the numbering indicates its general level and the term in which it is offered. Courses numbered in the 100s, and some in the 200s, are introductory in material and/or approach. Generally courses numbered in the 200s and 300s are intermediate and advanced in approach. Courses numbered in the 400s and 500s are most advanced.

Although courses are normally limited to 40 students, some courses have lower enrollment limits due to space constraints (e.g., in laboratories or studios) or to specific pedagogical needs (e.g., special projects, small-group discussions, additional writing assignments). For example, writing-intensive courses are normally limited to 20 students, and seminars are normally limited to 12. Enrollment limits mean that a student might not always be able to take a course that he or she wishes to take.

To satisfy pedagogical needs, departments may set priorities to govern entrance into courses limited in enrollment."

The term in which the course will be offered is indicated by the letter immediately following the course number: F for fall semester, and S for spring semester.

F,S designates a course offered in both fall and spring semesters. Su designates a course comprising a summer field trip.

Courses with bracketed numbers will not be offered during 2019-20. In most cases, the description indicates the next date the course will be offered.

A single three-digit number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two three-digit numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses, a student may not enter the second term without having taken the first, unless otherwise indicated.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated, all courses meet for three 50-minute or two 75-minute class periods each week.

In the list of faculty members for each department, the letters (F,S) following a name indicate terms of leave or off-campus teaching. The following letters denote faculty members who are teaching in the following programs: ACC (Associated Colleges in China); AYS (Academic Year in Spain); DC (Term in Washington); JYF (Junior Year in France); MFE (Mellon Faculty Exchange); NYC (New York City Program).

Africana Studies

Faculty
Donald Carter (on leave spring 2020)
Mark Cryer
A. Todd Franklin
Shelley Haley
Heather Merrill (on leave spring 2020)
Vincent Odamtten*, chair*
Nigel Westmaas

The goal of the Africana Studies department is to take up the field's central questions and debates in multiple contexts and by means of multiple methodologies.

In keeping with this goal, many of the department's course offerings focus extensively and transdisciplinarily on issues of social, structural, and institutional hierarchy as they pertain to race and a host of other dimensions of identity.

All concentrators must take two of the following courses: 220, 221, 224, 306, 382, or 405

Social, Structural, and Institutional Hierarchies Requirement:
Courses in the Africana Studies concentration explore and examine issues that satisfy the Social, Structural, and Institutional Hierarchies requirement. The department emphasizes the breadth of these hierarchies by requiring its concentrators to grapple with them as they fulfill the two intermediate course requirements detailed above.

A concentration in Africana Studies consists of at least 9 courses: 102, 112, 130, or 190; 201; two courses selected from among: 220, 221, 224, 306, 382, or 405; 549; 550; and three electives. We encourage students to take at least one course focused on women or gender.

The senior program (549, 550) is a two-semester program culminating in a written thesis based on original research. The fall term course involves learning methodology and building a thesis proposal presented to the department faculty at the end of the term. Students with an average of at least 3.4 in the concentration may receive honors through distinguished work in 550.

A minor in Africana Studies consists of 102, 112, 130, or 190; 201, one course selected from 220, 221, 224, 382, or 405; and two electives.
Certain elective courses from other disciplines not listed may be substituted with permission of the chair. Please consult the appropriate departments and programs for full descriptions of courses, requirements and prerequisites.

102 F,S Blackness Across the Diaspora.
An interdisciplinary examination of the complex array of Black political, social and cultural practices across the Diaspora. It focuses on the historical and contemporary experiences of people of African descent in North and South America, the Caribbean, Latin America and Africa. The class will engage in close readings of classic texts and other readings from a variety of historical, literary, and artistic sources that offer insight into the dynamics of Black thought and practice and introduce core elements of the discipline. (Proseminar.) Open to first-years and sophomores only. Maximum enrollment, 16. Westmaas.

[103 F] Principles of Geoscience: Geology and Human Events in North Africa and the Middle East.

An interdisciplinary study exploring the influence of environment, water resources, climate change and bedrock geology of North Africa and the Middle East on prehistory, history, international relations and prospects for the future. Special emphasis on developing GIS skills. (Quantitative and Symbolic Reasoning.) (Proseminar.) Three two-hour class sessions per week. Required field trip to the Adirondack region. Not open to students who have taken any other course in Principles of Geoscience. (Next offered Fall 2020) (Same as Geosciences 103.) Maximum enrollment, 15.

112 F The Fundamentals of Race.
An introductory course that contextualizes and critically analyzes the concept of race as it relates to people of African descent and in terms of the dynamics of how it emerges and operates within the social world. Transdisciplinary in nature, the course draws upon multiple domains and explores multiple ways in which race is constructed, functions, and contested. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Proseminar.) Open to first-years only (Same as Philosophy 112.) Maximum enrollment, 16. Franklin.

130 F,S Black Spaces.
Study of black lives and struggles in particular places, and as intrinsic to the Western world. Explores iconic representations and knowledge of black social life and how these are contested in narrative and visual (artistic) expressions; what we are taught to see, and to ignore; the tension and play between ideas we inherit from the outside, and our inner worlds. Topics include representation, resistance, imperialism, violence, racialization, social erasure, subjectivity, power, and art. (Writing-intensive.) Open to first and second year students only. Maximum enrollment, 18. H Merrill.

140 S Understanding Caribbean Carnival.
Introduces the Carnival tradition in the Caribbean, examining the rise of Carnival from its slavery and post-emancipation roots; the political and historical dynamic associated with Carnival customs; the complex cultural expressions forged by Carnival's unique mix of folklore and religion including vodun, dance and dress styles, satire and musical forms like reggae and calypso; the interrelations between the economic and cultural products created by Caribbean peoples, and the spread, content and impact of modern Carnival to large North American cities. Westmaas.

160/260 F History of Jazz to the 1950s.
A study of jazz from its origins (its African heritage, blues and ragtime) to 1950. A survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop and cool jazz. (Social, Structural, and Institutional Hierarchies.) Open to seniors with consent of instructor. (Same as Music 160/260.) Woods.

190 F Stand: New Voices of Protest.
This course explores the contributions of a new generation of black leadership including students, women and community organizers during the civil rights and Black power movements. We will consider the contributions of well-known figures like Huey Newton and Malcolm X and lesser known figures like Septima Clark, the director of the freedom schools. (Writing-intensive.) Open to first-year students only. Maximum enrollment, 18. Carter.

201 S Diversity Reconsidered.
An examination of the emergence of Africana Studies as a transdisciplinary field of social and cultural critique and politics. Explores the work of foundational (e.g., W.E.B Dubois and Anna Julia Cooper) and contemporary figures. Topics include but are not limited to the history of Africana thought, race and global racial formation, resistance and politics, intersectionality, gender and sexuality, representation, white privilege, belonging, Blackness, and diaspora. (Writing-intensive.) Prerequisite, 102, 112, 130, 190 or permission of the instructor. Maximum enrollment, 18. Carter D.

[203 F] African-American History to 1877.
Traces African-American history from the slave trade through the end of Reconstruction. Course material will include secondary and primary sources, including slave narratives, court documents, photography, music, and advertisements.

The course will consider broad themes, including agency and resistance, the relationship of race to categories of gender, class, and sexuality, and the meaning of freedom. (Social, Structural, and Institutional Hierarchies.) (Same as History 203.)

[204 S] African-American History from 1877 to the Present.
Examines the history of African Americans in the post-emancipation United States, looking closely at black communities during periods of industrialization, migration, war, and globalization. Lectures and discussion will draw on primary sources, including films, novels, poetry, radio and television, and speeches. Conversations will focus on the diversity of experiences and identities that have comprised the African-American experience in the United States. (Social, Structural, and Institutional Hierarchies.) (Same as History 204.)

205 S Haiti and the Caribbean.
A broad introduction to Haiti's history since the slave revolt of 1791 leading to the creation of the Haitian state in 1804. The course examines the historical, political, and geo–political relationships between Haiti and Europe, and between Haiti and its Caribbean and North American neighbors; Haiti's antislavery impact on the Western hemisphere; the consequences of the U.S. occupation of Haiti; Haiti's political and economic tragedy of the reign of the Duvaliers (1957-1986); the rise and fall of President Aristide; and finally, the consequences of the tragic earthquake of 2010. (Proseminar.) Prerequisite, One course in Africana Studies or consent of Instructor. Maximum enrollment, 16. Westmaas.

215 F Global Race and Sport.
The course is designed to examine race and diversity issues in the world of sports from the early 20th century to the present. Topics will examine and provide critical inquiry on the impact of race and racism in major world sports and the Olympic movement, including football(soccer), tennis, boxing, cricket, baseball, American football and athletics. The course is inter-sectional in scope and interrogates issues of masculinity, gender, the structures of power, as well as new forms of global capitalism in sports, and individuals that have personified their areas of sporting achievement. (Writing-intensive.) Maximum enrollment, 18. Westmaas.

216 S Caribbean Literature in the Crucible.
A critical overview of Caribbean literatures in the light of the complex legacies that have given rise to a body of creative work that seems to constantly fashion and refashion itself. Such literary recasting helps to communicate an intricate history of genocides, survival, exile, resistance, endurance, and outward migrations. Particular attention to writers such as Roger Mias, Martin Carter, George Lamming, Derek Walcott, Patricia Powell, Earl Lovelace, Paule Marshall and Michelle Cliff. Prerequisite, One course in literature. (History or Identity and Difference) (Same as Literature 216.) Odamtten.

218 S Politics of Africa.
Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of both multi-party democracy and state collapse across the continent. Examination of the colonial legacy, the nature of the African state, ethnic conflict, class divisions, the role of the military and the problems of economic underdevelopment. Prerequisite, 112, 114 or Africana Studies 101. (Comparative Politics) (Same as Government 218.) Olarinmoye.

220 F Imagining Africa.
The idea of Africa historically has served as a metaphor for exoticism, sexuality or savagery in western discourse. In the contemporary world, it has been imagined as the site of seemingly insoluble problems such as the collapse of the state, genocide & famine. Against this backdrop, the course explores colonial/neocolonial state structural and institutional hierarchies, related to the role of ideas of race, gender & class based inequalities in postcolonial societies, warfare, international humanitarian efforts and asymmetrical relationships between cultural traditions in Africa and the West. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Maximum enrollment, 18. Carter.

221 S Africa in Diaspora.
Examines the experience of African people in Africa, the Americas and Europe from the 16th century to the present. Advances alternative knowledge of Africa and her descendants. Themes include slavery, resistance and revolution, freedom struggles, Black radical thought, race and culture, the Jim Crow south, collective identity, black power and the Black Panther Party, Gender identity, colorism, colonial legacies, Black identity and experience in relation to social, structural, and institutional hierarchies such as race, class, and gender. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Maximum enrollment, 18. H Merrill.

[222] Race, Gender and Culture.
A critical philosophical examination of the normative categories of race, gender and culture. Topics include the origin, character and function of racial, gender and social identities. Analysis will focus on questions concerning the malleability of these identities, as well as questions concerning their psychological and social significance. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Open only to 1st and 2nd year students. (Same as Philosophy 222 and Women's and Gender Studies 222.) Maximum enrollment, 18.

[223] Black Female Voices: Writing Women of Color in the African Diaspora.
Explores the different ways black women have struggled for equality, constructed their own identity and understood their own place in American history. Emphasizes critical thinking about African American women's history and focuses on the many forms with which we tell the stories of women's lives. (Same as American Studies 223.)

[224 S] Gender, Space and Identity in the African Diaspora.
This course examines how racialized and gendered identities are made in relation to space. How does gender intersect with race, class and other power relations embedded in the places we live? How do women and men come to occupy different places in the world – literally and figuratively – or occupy the same places in different ways? Case studies focus on identity making in relation to the body and the course more broadly focuses on the intersection of race, class, gender, sexuality, and ethnicity as matrices of social and structural power relations and hierarchies. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Same as Women's and Gender Studies 224.) Maximum enrollment, 18.

[230] Black Internationalism: The Making of Black Political Culture.
An examination of the development of a vibrant black political culture that was transnational in scope and predicated on the shared experiences of people of African descent. Drawing upon the networks of communication created by the spread of ideas, news and rumor during the slave revolts in the Caribbean at the end of the 18th century, as well as writings that included novels, political tracts, speeches, newspapers and magazines in the 19th and 20th centuries. (Writing-intensive.) Prerequisite, 101 or one course in government, history or sociology. Maximum enrollment, 18.

238 F African-American Theatre from Ira Aldridge to August Wilson.
Study, discussion and oral performance of selected works of drama by African-Americans from the 1860s to the present. Focuses on themes within the plays in relation to the current social climate and how they affect the play's evolution in the context of changing U.S. cultural and political attitudes. Prerequisite, Theatre 100 or a Africana Studies course. Open to sophomores and juniors only, or by instructors signature. (Same as Theatre 238.) Cryer.

[242] The Black Self: Identity and Consciousness.
A philosophical exploration of a variety of historical and contemporary works that illuminate and influence the phenomenological experience of being black. (Writing-intensive.) Prerequisite, One course in philosophy or Africana studies, or consent of instructor. Next offered 2021. (Same as Philosophy 242.) Maximum enrollment, 18.

[255 F] The Marrow of African-American Literature.
Exploration of how African-Americans, in the face of enslavement, exclusion and terror, produced literature expressing their identities and aspirations. In examining themes such as abduction, separation and resistance, students will assess

the inscription of self on the emergent national culture by writers such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriet Wilson, Frances Harper, Sutton Griggs and Charles Chesnutt. Prerequisite, One course in literature, or consent of instructor. (History or Identity and Difference) Open to sophomores and juniors only. (Same as Literature 255.)

[259 S] History of Jazz Since the 1950s.
A study of the life, times and music of selected jazz musicians from 1950 to the present. Emphasis on the range of jazz styles from that era including funky, fusion and free jazz. (Social, Structural, and Institutional Hierarchies.) Offered in alternate years. (Same as Music 259.)

262/362 S African-American Popular Music.
A study of the music of selected popular African-American artists, including rhythm-and-blues artists, black gospel soloists and performers of soul music and rap music. Focus on the social issues, musical modes of expression and cultural importance of the artists. Prerequisite, one full-credit course in music. Music 362 has an additional independent project. Registration at the 300-level only with instructor's permission. Offered in alternate years. (Same as Music 262/362.) Woods.

278 S South Africa: From Colonialism to Democracy.
Survey from the first Dutch settlement on the Cape in 1652 through the first multiracial democratic election in 1994. Issues will be explored through the experiences of indigenous peoples, such as the Khoisan, Zulu and Xhosa, migrant laborers from Asia, the "coloured" community, Afrikaners and British settlers. (Social, Structural, and Institutional Hierarchies.) (Same as History 278.) Grant.

289 S Students Leading the Change for Racial and Gender Justice: Identity, Agency, Transformative Leadership.
This leadership project brings together students, faculty, and staff from Hamilton College and comparable institutions for two main purposes. One is to promote an intersectional understanding about raced and gendered campus climates that give rise to a range of damaging experiences, from the more subtle micro-aggression to hate crimes and sexual assaults and rape. The other purpose is to develop organizing strategies to create diverse, safe, and just campuses. This course includes a required field study at the Highlander Center in Tennessee, March 19-24. Prerequisite, Intro level course in either WMGST, AFRST, or SOC. (Same as Women's and Gender Studies 289.) Maximum enrollment, 12. Margo Okazawa-Rey.

[303 S] Black Popular Culture.
Examines black popular culture of the African diaspora through an exploration of a series of representations, cultural practices and folk traditions. Participants will interrogate the "black experience" and its legacy in aspects of consumer culture, film, music (jazz, hip hop, blues), television, social class and gender. Considers the methodological and theoretical implications of these approaches for both anthropological inquiry and Africana studies. (Writing-intensive.) Maximum enrollment, 18.

306 S Seminar: Black Europe.
This course reconsiders the meaning of Europe through critical examination of past & present representations, policies, and the continual renegotiation of belonging. Europe is a contested site of identity, place, and belonging where post-colonial African and other populations are increasingly visible. Focusing on the African Diaspora in Europe, the course examines such issues as colonization and its legacies, Blackness and Anti-Blackness, political subjectivity, multiculturalism, citizenship and belonging, gender, the border, the refugee crisis, and the making of racial and class hierarchies. (Social, Structural, and Institutional Hierarchies.) (Proseminar.) Maximum enrollment, 12. Merrill or Carter.

[311 F] Black Women's Experience in the United States.

Examination of the experiences of black women in the United States from 1800-2006. Emphasis on the intellectual history of black women. Topics include the legacy of slavery, the role and influence of religion and the black church, the history of black women's education, the development of black feminism, the roles of and attitudes toward black lesbian and bisexual women, the role and impact of black women in popular culture and music. (Writing-intensive.) Prerequisite, 101 or consent of instructor. (Same as American Studies 311 and Women's and Gender Studies 311.) Maximum enrollment, 18.

313 F Ghanaian Literature: From Colony to Post-Colony.
Through a close examination of selected works by West African writers such as Kobina Sekyi, Casely-Hayford, Mabel Dove, Ayi Kwei Armah, Efua Sutherland, Ama Ata Aidoo, Kofi Awoonor, Atukwei Okai, Yaw Asare, Akosua Busia, Kofi Anyidoho and Amma Darko, students will examine how the Slave Castles, the Sankofa Bird and Ananse the Spider have shaped the manner in which Ghanaian writers portray their society. (Writing-intensive.) Prerequisite, one 200-level course in literature (204, 205, 206 or 264 preferred). (History or Identity and Difference) (Same as Literature 313.) Maximum enrollment, 18. Odamtten.

319 F Critical Race Theory.
A close examination of the emergence, aims, and argumentative styles of Critical Race Theory. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, One course in Philosophy or one course in Africana Studies. (Same as Philosophy 319.) Maximum enrollment, 18. Franklin.

[328 S] Globalization and African Diaspora in Europe.
Europe is a contested site of identity, citizenship and belonging where postcolonial populations have become increasingly visible. Focusing on the lives people of African descent and the border between Europe and Africa, explores globalization in contemporary Europe while examining such issues as economic and political restructuring, border politics, colonial legacies, national and 'hybrid' identity, transnationalism, the meaning of 'home', humanitarianism and refugees, European immigration policies and detention spaces, and the politics of fear. (Proseminar.) (Same as Anthropology 328.) Maximum enrollment, 16.

[330] Digital History and New Media: Theories and Praxis.
Focuses on the process of creating digital history and the impact of digital media technologies on the theory and practice of U.S. history and critical race theory, broadly defined. Readings, labs/workshops and discussions address the philosophy and practice of digital history, questioning how digital tools and resources are enabling and transforming analysis both in traditional print scholarship, and in emerging digital scholarship across the humanities. (Same as American Studies 330 and Cinema and Media Studies 330.) Maximum enrollment, 12.

333 F Geographies of Race and Gender.
Examines how "natural" differences of gender and race are created through discourses, images and everyday practices in particular spatial contexts. Using historical and fictional texts, ethnographies, theoretical discussions and films the course explores the production of racial and gender differences in European development and imperialist expansion. Focuses on three historical periods in the production of racialized and gendered geographies: plantation/slave societies in the Americas, African Colonialism, contemporary globalization and ethnic diversity in Europe. (Same as Women's and Gender Studies 333.) Maximum enrollment, 20. Merrill.

335 S Urban Worlds.
Since the great northern migrations of the World War II era much of African American experience has been lived out in urban worlds, from New York to San Francisco. The city has held out a peculiar hope for a better life, celebrated in fiction, scholarly literature and popular culture, since the Black exodus from the South. We explore the American story of promise and inclusion and the visible and at times hidden workings of exclusion, two stories that unfold simultaneously in the experience of urban America. (Writing-intensive.) Prerequisite, One course in Africana Studies or consent of Instructor. Maximum enrollment, 18. Carter.

[340 S] Race and American Democracy.
Survey of the role of race and equality in American democracy. Special emphasis on understanding how notions of racial equality have advanced and declined throughout American history and the role of race in current American politics. (Writing-intensive.) Prerequisite, one 200-level course in American politics. (American Politics) (Same as Government 340.) Maximum enrollment, 18.

[372 F] Unraveling Cleopatra.
Cleopatra was a witness to and a shaper of the history of ancient Egypt and the late Roman Republic. To posterity the historical Cleopatra is an enigma, but her image in film, literature, art and popular culture is ever present. Through authors such as Horace, Plutarch, Shakespeare and George Bernard Shaw and through cinematic treatments from the 1940s-1970s, explores how the historical figure of Cleopatra became both the signifier and embodiment of sexual and racial politics across historical periods. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, one course in classical studies or Africana studies. (Same as Classics 372 and Women's and Gender Studies 372.) Maximum enrollment, 18.

[374] Ancient Egypt.
A study of the history of ancient Egypt and of its interaction with other ancient African kingdoms, including Nubia, Kush and Punt. Examination of Egypt's prehistory, language, social and gender relations, and cultural development. (Writing-intensive.) Prerequisite, One Classical Studies or Africana Studies course. (Same as Classics 374.) Maximum enrollment, 18.

[376 F] Africana Literatures and Critical Discourses.
An examination of literature produced by writers of former European colonies in Africa and its Diaspora, with particular attention to literary and theoretical issues, as well as responses to such developments as Negritude, feminism and post-colonialism. Readings will include selected twentieth and twenty-first century writers. Assignments will involve both written and digital work. (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. (Theory or Intermedia) Open to sophomores, juniors, and seniors. (Same as Literature 376.) Maximum enrollment, 18.

378 S African American Literature Beyond the Edge.
A critical survey of literatures from multiple genres concerned with conjuration, speculation, investigation, transgression or science fiction produced by African-American writers from the 19th century to the present. Includes works by such writers as Chesnutt, Sutton Griggs, W. E. B. Du Bois, Fisher, Chester Himes, Ernest Gaines, Octavia Butler, Walter Mosley, Steve Barnes, Jewelle Gomez, Samuel Delaney, Gayle Jones, Derrick Bell, Paula Woods, Tananarive Due and Nalo Hopkinson. (Writing-intensive.) Prerequisite, One 200-level course in literature. (Genre or Identity and Difference) Open to sophomores, juniors, and seniors. (Same as Literature 378.) Maximum enrollment, 18. Odamtten.

380 F Seminar: Global Black Rebellions.
This course critically examines the socio-historical emergence and impact of various major black social & political rebellions across the world by focusing on the role of leadership and the different leadership structures developed and deployed. In addition to slave revolts and other overt forms of rebellion, the course also examines cataclysmic rebel events and nation-state revolts that culminated in full-scale revolution. Methodologically, the course will make use of primary documents, oral histories, and seminal secondary literature that help frame rebellious exercises of black agency. Prerequisite, One course in Africana Studies or consent of Instructor. Maximum enrollment, 12. N Westmaas.

382 S Global African Social Movements.
An interdisciplinary introduction to global social and political movements in Africa and the Americas from the Revolutions at the end of the 18th century to the present. Addresses theories of social movements, their racial and cultural formation, the variations in type and consequences of movements, and the contexts in which they arose. These

contexts include the intersectionality of race, class and gender within persisting historical & racial hierarchies. Movements examined include the anti-slavery movement; the Pan-Africanist movement, the women's movement and the rise of modern NGOs. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, 220, 221 or consent of instructor. Maximum enrollment, 18. Westmaas.

391 F Strategies of Resistance in Hispanic-Caribbean Literature: From Slavery to Racial Consciousness.
Examines the emergence of the African culture in the Hispanic-Caribbean, taking into consideration some literary texts from the 19th and 20th centuries. Studies how the voice of the margins has been excluded or included, and consciously manipulated. Analyzes the concept of "race" and its intricate relations with gender, class and cultural politics. Also considered: the anthropological representation of the Other, the object/subject of slavery, racial stereotyping and oppression, religion, sexuality and interracial love. Prerequisite, Two 200-level courses in Hispanic Studies above 200 or 201, or consent of instructor. Taught in Spanish (Same as Hispanic Studies 391.) Maximum enrollment, 16. Edna Rodriguez-Plate.

405 F Seminar: Black Feminist Thought.
Interdisciplinary examination of the tradition of black feminist thought as it spans African and African-American heritages.Exploration of how black women are not simply victims of oppression but visionary agents of change.Areas examined include history, literature,music,art,education, sociology and film. There is intersectional analysis of the social, structural, and institutional hierarchies within the identities of women of African descent (gender/transgender, race, white supremacy, sexual/affectional orientation, class, color, and ability). Prerequisite, one course in women's studies or consent of instructor. (Same as Women's and Gender Studies 405.) Maximum enrollment, 12. Haley.

[473] Seminar: Major African Writers.
A comprehensive comparative investigation into works by two or more contemporary African writers. Attention to theoretical and practical questions of ideology, genre, language, gender, class and geographic region to determine the multiple articulations among authors, texts and audiences. Prerequisite, three courses in literature or consent of instructor. Open to juniors and seniors only. (Same as Literature 473.) Maximum enrollment, 12.

549 F Senior Seminar in Africana Studies.
The research process at it relates to fulfillment of the senior project, including the formulation of a research project, methodological approaches, frames of research, research design, collection of data, and analysis. Culminates in presentation of a thesis/project proposal. Maximum enrollment, 12. The department.

550 S Senior Program.
An interdisciplinary project to be approved by the committee. Limited to senior concentrators. The Department.

American Studies

Program Committee
Joyce Barry, *chair* (Women's and Gender Studies)
Lydia Hamessley (Music)
Anne Lacsamana (Women's Studies)
Jace Saplan (Music)
Seth Schermerhorn (Religious Studies)

The concentration in American studies consists of 10 courses: two offered by the program itself and eight selected among the range of U.S.-focused courses offered by other departments and programs at Hamilton College.

The American Studies Program offers students an opportunity to study American culture from a variety of perspectives and through the methodologies of different intellectual disciplines. Specialized studies in all fields of learning dealing with the United States are included in the program, and the impact of these studies is reflected in the work of the American studies introductory course (101) and the Senior Seminar (420).

Students work closely with faculty members in developing a plan of study that brings at least two disciplinary perspectives to bear on major issues in American culture. Required courses include 101, usually taken in the spring of the first year; 420, taken in the spring of the junior or senior year; two courses in American literature; and two courses in American history, chosen in consultation with the program director. Of the remaining four elective courses, at least two must be at the 300-level or higher. The departments and programs in Africana Studies, Anthropology, Art History, Cinema and New Media Studies, Communication, Economics, English and Creative Writing, Environmental Studies, Government, Hispanic Studies, History, Music, Philosophy, Religious Studies, Sociology, Theatre and Women's Studies all offer courses on issues pertinent to American Studies.

A minor in American Studies consists of five courses: 101; one course in U.S. literature or U.S. history; and three electives, one of which must be at or above the 300-level.

The only 100-level courses that may count toward the concentration in American studies are those offered by the program itself. Only one 100-level course may be counted toward the concentration or the minor.

Concentrators with a grade point average in the program of 3.5 or higher at the end of their junior year may, on approval, pursue an honors project in their senior year (550) under the direct supervision of a faculty member. To earn honors in American studies, students must maintain a grade point average of 3.5 or above in their coursework and earn a grade of A- or higher in 550.

101 S Introduction to American Studies.
An interdisciplinary introduction to culture and society in the United States, from the colonial era through the 21st century, as revealed in literary, cinematic and historical texts. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Not open to seniors. Maximum enrollment, 18. Barry.

117 S Roots Music to Country Music: The Making of an American Sound.
Study of country music from its roots in cowboy songs, fiddle tunes, blues, bluegrass, and gospel hymns to current artists like The Dixie Chicks, Taylor Swift, and Brad Paisley. Artists include the Carter Family, Hank Williams, Patsy Cline, Dolly Parton, Willie Nelson, Emmylou Harris, Lynyrd Skynyrd, & Garth Brooks. Study of the musical elements, social class, gender roles, and cultural contexts of styles such as Western Swing, Honky-Tonk, Rockabilly, the

Nashville Sound, Southern Rock, and Alt-country. Includes films such as *Coal Miner's Daughter*, *Nashville*, and *O Brother, Where Art Thou?* No previous knowledge of music required. (Same as Music 117.) Hamessley.

[125] Introduction to History and Theory of New Media.
What makes new media "new"? How do new media compare with, transform or incorporate earlier media? Examines the production, circulation, and reception of visual and sonic media, with emphasis on how consumers and artists shape the uses and values of media. Covers key issues raised by new media through close study of critical essays and creative texts. Examples of old and new media include the phonograph, radio, film, turntable, social networks, fantasy sports and gaming, podcast, MP3, Auto-Tune, hypertext literature and digital poetry. Open to first-year students and sophomores only. (Same as Cinema and Media Studies 125.) Maximum enrollment, 20.

129 F,S Native American Spiritualities.
In order to develop a broad understanding of the religious lives of Native Americans, we explore diverse practices and worldviews. We begin with an examination of how Native American worldviews are unique and differ from modern-Western worldviews. With this grounding, we delve into explorations of the multifaceted history of Native American traditions including the Ghost Dance, the Sun Dance, religious freedom issues pertaining to the use of peyote, struggles over sacred places, and complex native engagements with Christianity. (Writing-intensive.) (Same as Religious Studies 129.) Maximum enrollment, 16. Schermerhorn.

134 F Americanism, Ballots, and Consumption: The ABCs of American Religion.
This course explores a variety of roles religion has played in American culture(s) and some of the ways that American culture has influenced Americans' religious practices. We will focus on three areas: identity (Americanism), politics (Ballots), and economics (Consumption). In particular, we will consider how religion is involved in the construction of American identity and the exclusion of some people from American polity; how religion is (and is not) intertwined with our political system; and how religion affects – and is affected by – Americans' economic practices (Same as Religious Studies 134.) Newell.

[202] Introduction to Asian-American Studies.
An introduction to Asian-American studies, an interdisciplinary field of inquiry that deals with the history, experiences and cultural production of Americans of Chinese, Japanese, Korean, South Asian, Filipino and Southeast Asian ancestry. Topics addressed include the history of Asian immigration to the United States; popular and self-representation of Asians in various cultural media; questions of race and ethnicity; and the category of gender as it is inflected along racial and class lines. Counts toward the concentrations in American studies or Asian studies. Not open to seniors. Maximum enrollment, 16.

[205] Video Game Nation.
Investigates how to critically interpret and analyze video games and the roles they play in visual and popular culture, and how to test the application of these approaches to various issues in gaming and digital media culture more generally. Topics and themes include genre and aesthetics, the game industry, spectatorship, play, narrative, immersion, gender, race, militarism, violence and labor. (Writing-intensive.) (Same as Cinema and Media Studies 205.) Maximum enrollment, 18.

[214 F] Queer Literature and Film.
Examination of the historical and theoretical constructions of sexual and gender identities through the literature and film of the late 19th c – present. The course will explore a range of issues including the emergence, normalization and regulation of heterosexuality and "homosexuality" as categories of identity; intersections with race, class and queerness; transgender identity and subjectivity; constructions of the "family" among others. Our analyses of LGBT literature and film will be grounded by contemporary debates in feminist, gender, and queer studies. (Writing-intensive.) Prerequisite, one course in women's studies or consent of instructor. (Same as Women's and Gender Studies 214.) Maximum enrollment, 18.

215 F Religion in Film.
Study of the religious in film. Focus on the relationship between myth-making in film and post-modern culture. (Same as Religious Studies 215.) Humphries-Brooks.

[223] Black Female Voices: Writing Women of Color in the African Diaspora.
Explores the different ways black women have struggled for equality, constructed their own identity and understood their own place in American history. Emphasizes critical thinking about African American women's history and focuses on the many forms with which we tell the stories of women's lives. (Same as Africana Studies 223.)

239 S Native Rituals and Religious Freedom.
Is American religious freedom a reality, an unfinished project, or merely a myth? This course explores how Native Americans have struggled for religious freedom in the United States, focusing on contemporary legal battles to protect sacred lands, repatriate ancestral remains and objects, and defend the ceremonial consumption of peyote. (Writing-intensive.) (Same as Religious Studies 239 and Government 239.) Maximum enrollment, 18. Seth Schermerhorn.

[241 F] Religion in the American West.
This course explores and considers three themes in the history of religion in the American West: migrations (movement in and out of the region), locations (the designation of particular places as special), and adaptations (changes over time, in response to changing conditions). The course will use a variety of primary and secondary sources – some texts, but also films, photographs, and other kinds of sources. Students will also do their own research and contribute to the construction of a website about the religious history of the American West. (Writing-intensive.) (Same as Religious Studies 241.) Maximum enrollment, 18.

245/345 S Music in American Film.
Examination of music in American film from silent films to the present with emphasis on the golden age of Hollywood. Topics include the development of musical conventions in film, different approaches of film composers (Steiner, Tiomkin, Rózsa, Herrmann, Newman, Bernstein, Williams), the meanings that music brings to film narratives. Includes films such as Casablanca, The Adventures of Robin Hood, To Kill a Mockingbird, Of Mice and Men, A Streetcar Named Desire, Amadeus, The Shawshank Redemption, O Brother, Where Art Thou? Special attention to films of Hitchcock (Psycho, Vertigo, Rear Window). Prerequisite, two courses, in any combination, in music, film, or literature. Three hours per week for film viewings in addition to class time. Music 345 has an additional independent project. Registration at the 300-level only with instructor's permission. (Same as Music 245/345.) Hamessley.

[283 F] Introduction to Asian American Literature.
Examination of themes, forms, and history of literary production by people of Asian descent in the United States. We will survey translated and English-language works by Asian American writers of varying ethnic affiliations, including Chinese, Japanese, Filipino, Korean, Indian, and others. We'll explore how each writer negotiates a relationship with a particular cultural heritage, as well as confronts the racial, cultural, and political formations of the U.S.. Authors include Maxine Hong Kingston, Carlos Bulosan, John Okada, the Angel Island poets, and others. Prerequisite, One course in literature. (Theory or Identity and Difference) (Same as Literature 283.)

[310 F] Journalism: Ethics and Credibility.
A thorough understanding of critical and analytic journalistic practices supports one's engagement in the democratic process. This course focuses on developing critical and ethical information literacy. Students will: (1) identify and access diverse information sources; (2) retrieve information from sources; (3) evaluate sources and information for credibility; (4) challenge their assumptions and biases; and (5) summarize and synthesize the information they obtain into a cohesive argument. (Writing-intensive.) Prerequisite, one course in communication, government or sociology. (Same as Communication 310.) Maximum enrollment, 18.

[311 F] Black Women's Experience in the United States.

Examination of the experiences of black women in the United States from 1800-2006. Emphasis on the intellectual history of black women. Topics include the legacy of slavery, the role and influence of religion and the black church, the history of black women's education, the development of black feminism, the roles of and attitudes toward black lesbian and bisexual women, the role and impact of black women in popular culture and music. (Writing-intensive.) Prerequisite, 101 or consent of instructor. (Same as Africana Studies 311 and Women's and Gender Studies 311.) Maximum enrollment, 18.

321 F Raging Gods: Scorsese and Coppola's Religious Films.
The religious in the films of Martin Scorsese and Francis Ford Coppola. As American New Wave auteurs they contribute to the emergence of a new sacramental style in American film. We pay attention to the film traditions that inform their development, e.g. Italian neo-realism, horror, film noir and French New Wave. A look at the influence of their Roman-Catholic, Italian-American religious culture. Prerequisite, two courses in religious studies and/or cinema & new media studies or consent of instructor. (Same as Religious Studies 321.) Maximum enrollment, 12. Humphries-Brooks.

[325 S] Media Theory and Visual Culture.
We are bombarded with images, in myriad forms, on a daily basis. How do we interpret and analyze them? What is the relationship between an online advertisement for a movie and the movie itself, between a television program and a video game? An overview of contemporary media theory as it relates to visual culture in the 21st century. Readings will include seminal works in psychoanalytic theory, cultural studies, semiotics, postmodern theory, new media studies and visual studies. (Same as Cinema and Media Studies 325.) Maximum enrollment, 12.

[330] Digital History and New Media: Theories and Praxis.
Focuses on the process of creating digital history and the impact of digital media technologies on the theory and practice of U.S. history and critical race theory, broadly defined. Readings, labs/workshops and discussions address the philosophy and practice of digital history, questioning how digital tools and resources are enabling and transforming analysis both in traditional print scholarship, and in emerging digital scholarship across the humanities. (Same as Cinema and Media Studies 330 and Africana Studies 330.) Maximum enrollment, 12.

342 F Seminar: Written on the Wall: 20th- and 21st-Century American Prison Writing.
The writing of the men and women inside the American prison system constitutes a kind of shadow canon to that of better-known literary artists. We will read broadly in 20th- and 21st-century American prison writing, asking questions about the generic coherence, social and moral import of prisoners" non-fiction, fiction and poetry. Authors will include Jack London, George Jackson, Assata Shakur, and citizens serving time today. Students who are twenty-one or older will visit a book group inside a state prison. Prerequisite, one 200-level course in literature. (History or Identity and Difference) Not open to first-years. Does not fulfill the senior seminar requirement for ENGL or LIT concentration. (Same as Literature 342.) Maximum enrollment, 12. Larson.

[350] Gender and Cyberculture.
Explores critical approaches to media through the intersection of gender and the technological imaginary. Investigates how the production, use and circulation of digital media affect notions of representation, identity, the body and consciousness. Close visual and textual analysis of the ways writers, artists and theorists have conceived these issues. (Same as Cinema and Media Studies 350.) Maximum enrollment, 20.

[420 S] Seminar in American Studies: American Folk Revivals.
Study of the folk revivals that marked 20th-century U.S. cultural life. Topics include African and Native-American origins, 19th-century minstrels, Stephen Foster, the Appalachian ballad collections of Cecil Sharp, the legacy of the Lomax and Seeger families, bluegrass and hillbilly music, Woody Guthrie and union songs, the freedom songs of the Civil Rights Movement, the Washington Square scene in Greenwich Village, Bob Dylan and Joan Baez. Grounded in the study of music and its circulation, examines the impact of these revivals on dance, film, literature and politics.

Prerequisite, two courses in literature, history or music (in any combination), or consent of instructor. (Same as Music 420.) Maximum enrollment, 12.

500 S Senior Project.
This is a capstone course limited to senior concentrators in American Studies. Students conduct a project on a topic in American Studies. Joyce M Barry.

550 F,S Honors Thesis.
Independent study required for honors candidates, culminating in a thesis. Registration only by express approval of the program director. The Program.

Anthropology

Faculty
Lacey Carpenter
Dannah Dennis
Mariam Durrani
Nathan Goodale (acting chair spring 2020)
Chaise LaDousa*, chair* (on leave spring 2020)
Colin Quinn
Arjun Shankar
Julie Starr
Chenyu Wang

Special Appointment
Alissa Nauman

Hamilton's Anthropology Department offers students a four field anthropological education in two distinct concentrations — cultural anthropology and archaeology — which explore cultures, beliefs and practices of human beings throughout time. A student must choose one of these two concentrations.

CULTURAL ANTHROPOLOGY
A concentration in cultural anthropology consists of a minimum of 10 courses: 106; 113; 200; 358; 500 and 501; and four other anthropology or archaeology courses. Of those four other courses one must have a linguistic anthropology focus. Concentrators must fulfill their Senior Project requirement through satisfactory completion of the Senior Seminar (500) in the fall, which emphasizes the critical evaluation of scholarship as well as primary data culminating in a draft of a research paper, and the Senior Thesis (501) in the spring, which emphasizes expansion, revision, and refinement of the thesis. Honors will be granted to students with a departmental grade point average of 3.3 or higher at the close of their senior fall semester and an A- or better on their Senior Thesis (501).

ARCHAEOLOGY
A concentration in archaeology consists of a minimum of 10 courses: 106; 113; 200; 325; 358; 510 and 511; and three other archaeology or anthropology courses. Concentrators must fulfill their Senior Project requirement through satisfactory completion of the Senior Seminar (510) in the fall, which emphasizes the critical evaluation of scholarship as well as primary data culminating in a draft of a research paper, and the Senior Thesis (511) in the spring, which emphasizes expansion, revision, and refinement of the thesis. Honors will be granted to students with a departmental grade point average of 3.3 or higher at the close of their senior fall semester and an A- or better on their Senior Thesis (511).

All but two of the ten courses required for the Anthropology Concentration should be taken with faculty whose primary appointment is in the Hamilton College Anthropology Department; this includes visiting faculty. Any request for exceptions may be discussed with the department chair.

A minor in anthropology consists of five courses, one of which must be at the 300 level. A student must take 106 and 113 as two of their five courses. Note to juniors and seniors: There are limited seats for juniors in 100 level courses and no seats reserved for seniors. The remaining two courses must be at the 200 or 300 level in anthropology or archaeology.

Beginning with the class of 2020, students concentrating in Cultural Anthropology or Archaeology will satisfy the Social, Structural, and Institutional Hierarchies requirement by completing ANTH 200. The course will be open to students who plan to declare anthropology, archaeology, or geoarchaeology concentrations and linguistics as a minor. (Exceptions may be made for students who make a late declaration.)

Courses in Anthropology

113 F,S Principles of Social and Cultural Anthropology.
Cross-cultural approaches to the study of such topics as inequality, polity, language, economic behavior, the body, and other categorical distinctions emergent from human practice. Exposure to anthropological theory, methods, and ethnography. Not open to seniors. Chaise LaDousa.

121 F Humor: Culture, Interaction, and Politics.
Introduces the benefits of considering theoretical approaches, research methodologies, and data together and as interrelated in the production of anthropological scholarship. Stresses the gendered, racialized, and classed dimensions of humor, and the ways the exploration of such dimensions affords insights to questions about inequality, but also the possibilities of conscious reflection and subversion. Maximum enrollment, 16. Chaise LaDousa.

200 S Stuff: Materiality and Inequality.
This course fulfills the SSIH requirement for Anthropology and Archaeology concentrators. In keeping with the history of U.S. four-field anthropology, it examines the social origins of inequality through the lenses of material culture and technologies of production, labor and social structure, and hierarchy. The topical foci of the course will be developed around a contemporary issue or event. The course will engage students from both tracks, emphasizing the shared interest in material culture analysis and issues of labor, inequality, and political economy. Prerequisite, Prerequisites Arch 106, Anthr 113, or permission of instructor. Maximum enrollment, Other. Department.

201 S Linguistic Theory: A Brief History.
A general examination of the nature of language. Topics include the history of ideas about language; philosophical and cognitive aspects of language; evolutionary, structural and generative approaches to the analysis of language. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, 126, 127 or consent of instructor. (Same as Linguistics 201.) Maximum enrollment, 18. Department.

204 F Globalization and the City: An Anthropological Interrogation.
Examines why and how the city has taken on renewed focus as "site" in which contemporary global processes take place. Draws on anthropological literature and films on urbanization to provide theoretical foundations and empirical case studies to critically respond to the question: What does the globalization of the city look like? Students will choose their own city upon which to conduct secondary research drawing from scholarly articles, news media sources, and documentary film archives to create short essay films that illustrate how global processes reshape their selected urban locale. Prerequisite, one course in anthropology or consent of instructor. Arjun Shankar.

[215 F] Anthropology of Muslim Youth.
Investigates the social experiences and mediatized representations of Muslim youth through ethnography and multimodal artifacts. Emphasizes deconstructing the semiotics of the "Muslim" figure in public discourse to understand, and critique, how this construction leads to various forms of anti-Muslim racism, but also attending to the forms of response and resistance from Muslim youth. Prerequisite, Anth 113. Maximum enrollment, 12.

[225 S] Phonetics and Phonology: The Analysis of Sound.
How the sounds of language are produced. The structure of sound systems in a variety of languages (including non-European). Organization of field projects: data collection, transcription analysis. (Quantitative and Symbolic

Reasoning.) (Same as Linguistics 225.)

233 F Anthropology of China.
This course introduces students to social issues in contemporary China as seen through the lens of anthropological analysis. Through reading ethnographies, watching films, and engaging in classroom discussions, we will examines topics such as the individualization of China and consumer identity, censorship and emerging forms of social media, urbanization and migrant labor, the one-child policy and changing family values, and economic development and environmental degradation. Prerequisite, One course in anthropology or consent of instructor. TBA.

234 S Communication and Culture.
In this course, we will examine the role that communicative processes play in shaping common conceptions of the world and in facilitating forms of social organization through which people experience everyday life. This course offers an introduction to the foundational relationship between language and culture by examining anthropological approaches to the study of language. In this course, you will learn how language both reflects and creates thought, culture, and power relations. You will also learn how to apply the concepts we study to your own everyday experiences with language. Prerequisite, Anthropology 113. (Same as Linguistics 234.) Mariam Durrani.

257 F Language, Gender and Sexuality.
Stresses special lessons that anthropology has to teach about the gendered facets of linguistic expression, including the necessity of an approach that is both empirical, including moments of interaction, and critical, exploring issues of power and agency. Considers conceptual benefits and limitations to using gendered difference as a model for sexual difference in the study of linguistic expression. Prerequisite, one course in anthropology or consent of instructor. (Same as Linguistics 257 and Women's and Gender Studies 257 and Sociology 257.) LaDousa.

259 S Digital Technology and Social Transformation.
Examines some of the ways in which digital technologies have been imagined to be important to social change, transformation, or innovation. Proponents of the use of digital technologies toward social change have focused on their speed, connectivity, and capacity. The course will introduce some of these arguments, will review some critiques of these arguments, and will suggest – via ethnographic cases – that digital technologies, like all sociocultural forms, should be studied with careful attention to contextual concerns. Prerequisite, One 100-level course in Anthropology or consent of instructor. Chaise LaDousa.

[261] Performing Life: Introduction to Performance Studies.
This course introduces the field of performance studies, examining performance in diverse contexts, from everyday life (sports, rituals, politics, television) to more formal settings (theatre, dance, visual art). Performance studies asks “What is performance, and how can we make sense of it?” The field incorporates aspects of theatre history, theory, and practice; anthropology, sociology, and cultural studies. No performance training is required or expected, but students will participate in a variety of hands-on exercises, and will attend and analyze several events. Prerequisite, Theatre 100, or consent of instructor. (Same as Theatre 261.)

263 S Political Ecology of Tourism.
This course explores the environmental implications of the global tourism industry. Case studies of tourism in the Caribbean and East Asia offer perspectives on environmental histories of tourism; the political ecology of consumption; and problems of cultural authenticity and place-making. Students will draw on ethnographic and policy-based readings. By studying the patterns and governance of one of the world’s fastest growing economic sectors, students will investigate "tourism" as both a cause and effect of globalization and its attendant localization movements. (Same as Environmental Studies 263.) Maximum enrollment, 12. Andrea Murray.

[264 F] Ethnography of Literacy and Visual Language.
Theory and analysis of communication and meaning in social and cultural context with particular attention devoted to

the often-neglected aspects of literate communication. (Writing-intensive.) Prerequisite, 113, 114, 115, 126, 127, or 201, or consent of instructor. (Same as Linguistics 264.) Maximum enrollment, 18.

[266 F] Dialects of American English.
This course examines the dialects of English used in the United States. Topics covered will include language variation, language change, regional dialects, social and ethnic dialects, gender and language variation, style, applied dialectology, and ideologies of language (Writing-intensive.) Maximum enrollment, 18.

[270 F] The Ethnography of Communication.
Theory and analysis of communication and meaning in social and cultural context. (Writing-intensive.) Prerequisite, 113, 114, 115, 126, 127 or 201, or consent of instructor. (Same as Linguistics 270.) Maximum enrollment, 18.

[272 F] Anthropology of Food.
This course examines how culturally variant practices of food and eating are actively involved in (1) creating and maintaining sociality, (2) constructing and reinforcing identity, and (3) in shaping global relations of power and inequalities. Through reading ethnographies, watching films, and discussing materials in class, this course will introduce you to other ways of viewing, experiencing, and understanding food. It will also provide an opportunity to inquire how our role as consumers reinforces certain global food-ways, impacting many people who remain unseen in the process. (Writing-intensive.) Prerequisite, 113, 127, or consent of the instructor. Maximum enrollment, 18.

308 S Curiosity: An Ethnographic Approach.
Examines education as a site to analyze shifting cultural, political, and economic processes. The course will use the concept of curiosity as a fulcrum by which to dig into these debates: who can be curious, about what, when, and why? What are the economic, political, and social processes that enable or constrain curiosity for different populations? Students will create podcasts based on fieldwork across Hamilton's campus. They will use ethnographic techniques to identify the manifestations of curiosity while learning the tenants of rapport building, ethics, and research-based narrative. Prerequisite, EDUC 200 or permission of instructor. (Same as Education Studies 308.) Maximum enrollment, 12. Arjun Shankar.

310 S Crossings and Transgressions: On Migration and (Im)Mobilities.
The current global moment is marked by border-crossings and border-transgressions where not only people are on the move, but also ideas and images about them. The refugee, the migrant, the domestic worker and the terrorist—itinerant figures of different orders—inspire narratives about what constitutes "human nature" and inhumane practices. This course explores the multiple meanings of mobility and stasis by examining the (dis)placements and circulations of people, things, and ideas along with the (folk)tales that accompany migration and related discourses on race, gender, and sexuality. Prerequisite, Anth 113 or approval by instructor. (Same as Women's and Gender Studies 310.) Maximum enrollment, 12. Mariam Durrani.

[311] Youth and Cultural Reproduction.
The notion of youth as a lifespan period has grown in salience and pervasiveness in the world. Explores three major aspects of social scientists' attention to youth: as a category to probe intersections among culture, aesthetics, and class in post-industrial societies; as a means for imagining the relationship between colonial and post-colonial forms of governance; and as a means for tracing the flows of capital among nation-states. Youth thus provides us with a window into pressing concerns in late-20th and early-21st century social science. Prerequisite, 100-level anthropology course or consent of instructor. (Same as Education Studies 311.)

314 S Ethnicity, Gender, and Sexuality in China.
This course discusses the transformations in Chinese notions of ethnicity, gender, and sexuality from 1949 to the present. We will explore topics such as defining, naming, and preserving ethnic identity and culture; changing notions of femininity and masculinity; emerging forms of gendered inequality; and the growing importance of sex work and

sex-at-work while considering the interrelationship between such phenomena and the broader political, economic, and social developments in 21st-century China. Prerequisite, 113, 127, or consent of the instructor. Julie Starr.

316 F Feminist Ethnographies.
In this course, we will critically read and analyze feminist anthropological scholarship. We will look at the following themes: the status of women across societies, agency and resistance, gender and emotion, technologies of the body and reproduction, and new feminist and post-modern ethnographies. We will be reading both key feminist ethnographic texts including classics such as "The Thrice Told Tale" and "The Managed Heart" as well as recent texts. We will also screen works by feminist filmmakers. (Writing-intensive.) Prerequisite, Anthropology 113. Maximum enrollment, 18. Mariam Durrani.

[317 F] Body, Self, and Health: China and the Biomedical.
Considers the specificity of local medical systems and the way they are entangled with culturally variant ideas about bodies, food, and health. Draws on ethnographic examples of from East Asia, the U.S., and the Pacific, to study the ways that medical traditions (including biomedicine) establish themselves as social institutions and as sources of authoritative knowledge. Covers topics such as: local theories of well-being; disease causation and healing efficacy; authoritative knowledge; theories of embodiment; and food-as-medicine. Prerequisite, One anthropology course or consent of instructor.

318 F Anthropology of Education.
Examines the school as a site for the reconstruction of cultural difference. Special attention paid to links between schooling and the nation, to connections between schooling and modernity, and to themes such as discipline, value, gender, language and labor. Examples from Bolivia, Tanzania, India and the United States, among other nation-states. Concludes with a consideration of globalization, specifically the rise in neoliberal approaches in the governance of school systems. Prerequisite, one course in anthropology or consent of instructor. (Same as Education Studies 318.) LaDousa.

[323 S] Verbal Art and Performance.
Traces historical shifts in oral performance-based approaches to the study of verbal art. Probes connections between verbal art and notions of tradition, authenticity and heritage — the local and the national. Introduces emerging work in feminist, critical and reflexive stances in scholarship on verbal art. Prerequisite, one course in anthropology or consent of instructor.

326 S Semiotics of Liberal Arts Education.
Examination of liberal arts education as a social institution: its history, institutional structure, social location, and cultural meaning. Particular attention to tensions between its economic and prestige dimensions. Ethnographic accounts and analyses of various aspects of student life, teaching, administration, admissions, and development. Prerequisite, Any Anthropology course, or Sociology 211, or consent of instructor. Urciuoli.

[328 S] Globalization and African Diaspora in Europe.
Europe is a contested site of identity, citizenship and belonging where postcolonial populations have become increasingly visible. Focusing on the lives people of African descent and the border between Europe and Africa, explores globalization in contemporary Europe while examining such issues as economic and political restructuring, border politics, colonial legacies, national and ‘hybrid’ identity, transnationalism, the meaning of ‘home’, humanitarianism and refugees, European immigration policies and detention spaces, and the politics of fear. (Proseminar.) (Same as Africana Studies 328.) Maximum enrollment, 16.

347 S Visual and Media Anthropology.
This class looks at the social and cultural life of the media by taking seriously anthropological discussions of visuality, imagemaking, and representations of the "Other". We will focus on ideas and debates regarding media production,

circulation, and consumption, paying special attention to both the visual regimes that delimit what kinds of images/films accrue value globally and how populations that are on the margins participate in, trope on, and resist stereotypic renderings of who they are in the world. Prerequisite, Anthropology course or consent of instructor. Maximum enrollment, 12. Shankar, Arjun.

358 F History of Anthropological Ideas.
A consideration of major paradigms in anthropology from the 19th century to the present. The influence of various theoretical perspectives on ethnographic and archaeological description and analysis. (Writing-intensive.) Prerequisite, 106, 113, 114, 115, 126 or 127. Maximum enrollment, 18. Goodale and LaDousa.

[370 S] Sociolinguistics of Globalization.
Explores the relationship between language variation and change, on the one hand, and the movement of sound and image in the wake of social and political economic processes variously identified as globalization, on the other hand. Of special concern are the ways in which processes of globalization are mediated by institutional and national forms. Prerequisite, One course in anthropology or by instructor approval.

500 F Senior Seminar in Cultural Anthropology.
The research process as it relates to the fulfillment of the senior project, including the formulation of a research problem, frames for research, research design, collection of data and cultural analysis. department.

501 S Senior Thesis Project in Cultural Anthropology.
The research process as it relates to the fulfillment of the senior project, including the revision of the draft created during the senior seminar and extension of cultural analysis. Honors in the concentration partly depends on an A- or higher in the course. department.

Courses in Archaeology
106 F,S Principles of Archaeology.
An introduction to the fundamentals of archaeology, with emphasis on human biological and cultural records. Topics include a review of archaeological field methods such as sampling, survey and excavation, and analytic methods such as dating, typology and formation processes. Three hours of class with lab exercises embedded within that time. Occasionally two sections of this course are offered. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 24. Department.

[110 F] Archaeology of Hamilton's Founding.
As an archaeological canvas, Hamilton College provides oral tradition and integrates historical documents. Its archaeological record on the lands it occupies within Northeastern North America can be peeled back in layers, focusing on both prehistoric and historic components from the first peoples in the area, the influence of Samuel Kirkland, and changes in the College over its history. Includes excavation of an archaeological site on the campus, several field trips to local historical societies and use of College archives. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 16.

216 S Household Archaeology: Daily Life in the Past and Present.
Houses and the people we share them with play a central role in human society, shaping relationships and identities. Household studies focus on the house or dwelling itself as a way to understand the individuals, families, and activities that make up our daily lives. This class explores how houses and the strategies of daily life are integral to some of the most transformative sociopolitical change in the ancient and more recent past. Maximum enrollment, 24. Carpenter, Lacey.

218 F Landscapes: People, Place, and the Past.
This course explores the deep histories of economic, socio-political, and ritual landscapes, and the tools that archaeologists use to study them. Landscapes, as both physical and cultural entities, are important spaces for human interaction. Archaeologists are uniquely positioned to examine the relationships among people, place, and the environment in the past. This course will link archaeological landscapes to modern issues of development, human-environment interaction, and social change. Prerequisite, 106 or consent of instructor. (Same as Environmental Studies 218.) Maximum enrollment, 24. Colin Quinn.

220 F Ancient Mesoamerica.
This course examines the development of complex societies, including the Aztec and Maya, in ancient Mesoamerica. We will trace the development of these civilizations, from early hunter-gatherer societies, to the first cities of the New World, through the rise of the Empires that clashed with invading European colonists. The class emphasizes the role of indigenous peoples and their history in shaping contemporary Mesoamerica. Maximum enrollment, 24. Lacey Carpenter.

229 S Archaeology of Death.
While death is a human universal, the ways societies deal with death, bodies, and burial vary greatly. This course explores mortuary practices through the archaeological record and what they can tell us about ritual, social, economic, and ideological institutions in the past. Prerequisite, Arch 106 or consent of instructor. Maximum enrollment, 24. Quinn, Colin.

[243 S] North American Prehistory.
The history of Native American cultural development north of the Rio Grande prior to European contact. Topics include the timing and effects of human entry into North America, ice-age adaptations, plant and animal domestication, agriculture and beginnings of complex societies. Prerequisite, 106 or consent of instructor.

245 S Human Ancestors.
A review of the biological and cultural evolution of humans. Topics include human uniqueness, race and biological diversity, the earliest humans in Africa, radiations of fossil and modern humans. Prerequisite, One course in Archaeology, Biology, or Geoscience. Maximum enrollment, 24. Quinn.

[249 F] The Archaeology of Continental Discovery.
Explores the social, organizational and environmental consequences of initial human colonization of unoccupied landscapes. Examined through case studies, including initial colonization of Australia and North America, and the voyaging expansion of people across Pacific islands. Also addresses the consequences of European "rediscovery" of these areas for native peoples and environment.

[250 F] Hunter-Gatherers.
Humans lived as hunter-gatherers for 99% of our evolutionary past. Today, just a small fraction of the world's population lives as hunter-gatherers and that number is rapidly decreasing due to modernization. Anthropologists and archaeologists are interested in studying the adaptive range of modern hunter-gatherers in order to help interpret the archaeological record. Explores the ethnographic and archaeological study of hunting and gathering with a focus on analogy and inference developed in ethnoarchaeology and behavioral ecology. Prerequisite, 106 or consent of instructor.

[251 S] The Archaeology of Hamilton's Founding.
As an archaeological canvas, Hamilton College provides oral tradition and integrates historical documents. Its archaeological record on the lands it occupies within Northeastern North America can be peeled back in layers, focusing on both prehistoric and historic components from the first peoples in the area, the influence of Samuel Kirkland, and changes in the College over its history. Includes excavation of an archaeological site on the campus,

several field trips to local historical societies and use of College archives. Prerequisite, 106. Maximum enrollment, 12.

[281 Su] Archaeology Field Course I.
A three- to four-week introduction to archaeological field techniques, including excavation, survey and mapping. Conducted in conjunction with field research programs of faculty. Prerequisite, 106 or consent of instructor. Extra cost. Maximum enrollment, 8.

[282 Su] Archaeology Field Course II.
A three- to four-week session building on training in archaeological field techniques received in Archaeology 281. Conducted in conjunction with field research programs of faculty Prerequisite, 281. Extra cost. Does not count toward the concentration in archaeology or cultural anthropology. Maximum enrollment, 8.

325 F Analytic Methods in Archaeology.
A survey of analytic techniques central to archaeological and paleoecological interpretation. Laboratory performance of artifact analysis and classification, computer-aided data management and statistical analysis. Three hours of class and three hours of laboratory. (Writing-intensive.) Prerequisite, 106. (Same as Geoarchaeology 325.) Maximum enrollment, 8. Quinn.

334 S Method and Theory in Archaeology.
An examination of the historical development of modern methodological and theoretical approaches and problems in American archaeology. Space-time frameworks, typology, form and function, research design, evolutionary, ecological and behavioral theory. Prerequisite, 106. Maximum enrollment, 24. Goodale.

380 S Geographic Information Systems.
Concepts in computer-based GIS emphasizing hands-on practice in portraying and analyzing spatially referenced data sets to produce a variety of types of digital products and to solve geospatial problems. Practice using data from multiple sources, including data downloaded from online sources, field-collected data and published map data. Emphasis on mastery of basic skills and techniques using ESRI ArcGIS software. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 15. Nathan Goodale.

510 F Senior Seminar in Archaeology.
Critical evaluation of selected topics in archaeology. Primary research, culminating in a paper for fulfillment of the senior project. department.

511 S Senior Thesis Project in Archaeology.
Continuation of participation in Archaeology 551 with revision and expansion of the senior thesis. Honors in the concentration is partly dependent on an A- or better in the course. Department.

Arabic

Faculty
Mireille Koukjian

Arabic is regularly offered at both the first- and second-year levels. Advanced language study is occasionally available at the discretion of the faculty. While there is no concentration or minor in Arabic, both Arabic and Hebrew are primary contributors to the minor in Middle East and Islamic World Studies. Also, World Politics majors with a focus on the Middle East must achieve at least a fourth-semester level of the language. Arabic can be useful to students with a background in political science or international studies because of the urgent demand for Arabic in contemporary world affairs.

115 F First Term Arabic.
Introduction in speaking, writing, reading and aural comprehension. Textbook readings and exercises with a strong emphasis on interactive verbal production. Highly interactive with supplemental Language Center projects and activities. Maximum enrollment, 17. Koukjian.

116 S Second Term Arabic.
Continued study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Prerequisite, Arabic 115 or placement. Maximum enrollment, 20. Koukjian.

215 F Third Term Arabic.
Intermediate level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Short readings from authentic sources. Prerequisite, Arabic 115 and 116 or placement. Maximum enrollment, 20. Koukjian.

216 S Fourth Term Arabic.
Advanced level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Short readings from authentic sources. (Writing-intensive.) Prerequisite, Arabic 115, 116 and 215 or placement. Maximum enrollment, 18. Koukjian.

231 S Societies of the Middle East.
A survey of the cultural patterns and social institutions of the modern Middle East. Examines religious and ethnic diversity, civil society, family structure and gender politics, water and food security, and the impacts of globalization on the Middle East. No knowledge of Arabic required. Koukjian.

298 F,S Advanced Language and Culture.
1/4-credit class that must be taken in conjunction with a course in English. Additional weekly session to analyze and discuss the material in the original language. May be repeated for credit. Department.

315 F Advanced Arabic.
Advanced Arabic is a course designed for students who have completed four semesters of Arabic. The course will help students move from Intermediate Middle level to Advanced. Students will focus on acquiring more vocabulary and more knowledge of the fundamental grammatical and morphological structures of the language. They will also learn about the literary traditions of the Arab World through readings of abridged literary works. The instructor will select the literary work and prepare all the material used for the class. Prerequisite, Four semesters of Arabic or consent of

Instructor. This course is sponsored by the New York Six Liberal Arts Consortium, from an award by the Andrew W. Mellon Foundation. Mireille Koukjian.

316 S Advanced Arabic II.
Advanced Arabic II is a course destined to students who have completed Arabic 315 or above. The course is conducted exclusively in Arabic twice a week, the third day is being used for grammar instruction and questions. The class meets MWF and will continue with the 8 theme-based units covering topics such as Arab minorities; education; religion; love and marriage; the Arab woman; economics; politics; military matters; and the environment. The course will help students attain an advanced level in interpersonal, presentational, and interpretive communications skills. Prerequisite, Arabic 315 or equivalent. Mireille Koukjian.

Art

Faculty
L. Ella Gant
Robert Knight
Katharine Kuharic
Robert B. Muirhead III
Rebecca Murtaugh (on leave fall 2019)
William Salzillo*, chair*

A concentration in art consists of 11 courses:
1. Art 104 Introduction to Drawing or Art 160 Figure Drawing
2. Art 203 Introduction to Painting, Art 235 Intaglio Printmaking, or Art 233 Introduction to Printmaking
3. Art 106 Introduction to Ceramics or Art 109 Introduction to Sculpture
4. Art 116 Introduction to Photography, Art 213 Introduction to Video, or Art 221 Introduction to Animation
5. One 300-level course in the same area as the senior project before the end of the junior year
6. Art Elective (beginning with the class of 2022: Art 350 Junior Seminar in Art)
7. Art Elective

Note: Art electives may not be cross-listed courses.

8. Art History (a course that spans a broad range of periods)
9. Art History (other)

Note: Students wishing to fulfill the art history requirement with a course about film must get approval from the Art Department chair. Students may not fulfill the art history requirement with a course cross-listed in Art History from another department.

10. Art 501 Senior Project I
11. Art 502 Senior Project II

All senior concentrators are required to register for Senior Project I in the fall of their final year. Based on a review by the studio faculty, students who have successfully completed Senior Project I must continue by registering for Senior Project II. Students who do not receive a grade of B- or above in Senior Project I will complete an additional 300-level course in studio art. In either case all students will be required to have a public exhibition during their final semester.

A minor in art consists of Art 104 or Art 160, one art history course and three additional studio art courses (which are not repeatable and are not all in the same media area). An independent study may not count toward a minor in art. Interested students should meet with the chair.

Concentrators in the Art Department will fulfill the Social, Structural, and Institutional Hierarchies (SSIH) requirement through participation in the department's annual Visiting Artist Series and through subsequent discussion forums mediated by members of the art faculty in the contexts of their classes. Students must participate in a discussion of SSIH issues in the visiting artist series in at least two classes before engaging with these issues through the Visiting Artist Series as part of the senior program.

Honors in art will be awarded on the basis of a cumulative average of 3.7 or above in coursework toward the concentration and distinguished performance in the Senior Project. View a complete description of the Senior Project.

Students interested in studying abroad should consult with the chair of the department as soon as possible. Concentrators will need to consider the most appropriate means of integrating study abroad with the Advanced level course and other requirements and preparation for their Senior Project.

104 F,S Introduction to Drawing.
Study of the basic elements of drawing, including line, texture, mass and composition. Students work from the model during class time, do outside assignments and participate in group criticism. Not open to seniors. Maximum enrollment, 20. Muirhead or Salzillo.

105 F Design.
Introduction to the visual language in two dimensions. A series of projects exploring basic formal and expressive elements, color, composition, space and time relationships, and structural stress. Not open to seniors. Maximum enrollment, 20. Muirhead or Salzillo.

106 F,S Introduction to Ceramics.
Handbuilding techniques will be employed to explore the sculptural possibilities of clay. A developed visual and conceptual vocabulary will accompany the technical aspects of ceramics through studio practice and class critique. Not open to seniors. Maximum enrollment, 16. Murtaugh.

Spring 2018 01 (Murtaugh R)

109 F,S Introduction to Sculpture.
Fundamentals of sculpture using traditional and nontraditional materials and methods. A developed visual and conceptual vocabulary will accompany studio practice and class critique. Not open to seniors. Maximum enrollment, 12. Murtaugh.

Spring 2018 01 (Murtaugh R)

116 F,S Introduction to Photography.
Fundamentals of photography through the use of both analog and digital SLR cameras, black and white darkroom techniques, film scanning and digital printing. Emphasis on development of technical and aesthetic skills, and the potential of the medium as a tool for artistic expression. Cameras will be provided by the College. Not open to seniors. Maximum enrollment, 16. Knight.

Spring 2017 01 (Knight R)

160 F,S Figure Drawing.
Application of basic drawing principles to the representation of the human figure, with emphasis on anatomy and proportion. Examination of related topics such as the figure in the environment and portraiture. Not open to seniors. Maximum enrollment, 20. Kuharic.

203 F Introduction to Painting.
Introduction to the study of the methods and techniques of oil painting, with emphasis on still-life, figures and landscape. Not open to seniors. Maximum enrollment, 16. Salzillo.

213 F Introduction to Video.
Introduction to fundamentals of craft and study of experimental video. Emphasis on developing ideas and conveying meaning through video art, working outside commercial traditions. Not open to seniors. Maximum enrollment, 12. Gant.

218 F Smart Films for a Smart World.
Can your smartphone become a partner to picture your world differently? What do technologies of seeing in cinema and anthropology have in common? How do alternative modes of filmmaking inform how we view others? The course uses readings in anthropology to think about viewing films, primarily by filmmakers from Asia and its neighbors. Students will design ethnographic projects and use smartphone apps to produce their own short documentaries. No previous expertise in Asian studies, award winning cinematics, or advanced geeky tech required. Ideas, energy, and an open mind are mandatory. (Same as Asian Studies 218.) Maximum enrollment, 16. Emiko Stock.

221 F,S Introduction to Animation.
An introduction to the history, tools and language of basic animation styles. This course will trace the history of experiments in animated imagery from 19th Century photography through 20th Century film into 21st Century digital works. The class will cover basic techniques in Photoshop, Adobe Premier, and illustration and animation software interfaces. No pre-requisite. Not open to First Years. Maximum enrollment, 12. Ella Gant.

[233 F] Introduction to Printmaking.
Introduction to the basic principles and techniques of printmaking as traditionally employed in intaglio and stone lithography. Includes brief discussions of the history of printmaking, printing editions, matting, paper conservation and safety. Not open to seniors. Maximum enrollment, 12.

235 F,S Intaglio Printmaking.
Study in the process of intaglio printmaking, including etching, engraving, dry point, and hard and soft ground techniques. Students expected to participate in group criticism. May repeat for credit at increasingly advanced levels. Prerequisite, 104 or 160. Not open to first-semester students. Open to seniors. Maximum enrollment, 16. Muirhead.

237 S Figure Painting.
This course develops basic paint handling, visual syntax, and conceptual abilities pertaining to the figure in space. Students will examine historical and contemporary methods, including non-western and abstract approaches. Students will gain an appreciation of the physicality, emotional touchstones, and communicative power of paint. Prerequisite, 104 or 160. Maximum enrollment, 16. Kuharic.

248 F Advanced Drawing.
Study of advanced elements in imaginative and representational drawing with emphasis on color and mixed media. Prerequisite, Art 104 or Art 160. Maximum enrollment, 18.

[301] Advanced Photography: Digital Projects.
Advanced investigation and study of the creative tools of digital photography. Emphasis on the use of the computer as a parallel tool to traditional photographic processes, including advanced Photoshop techniques, digital collage, and mural printing. Continued exploration of personal vision with emphasis on social and cultural contexts for photography. Normally offered every 3rd year. Prerequisite, 116. Maximum enrollment, 16.

[302 S] Advanced Photography: Analog Techniques.
Advanced investigation and study of the creative tools of black-and-white photography through the use of analog film cameras. Emphasis on medium and large format cameras, studio techniques and darkroom printing. Continued exploration of personal vision with emphasis on social and cultural contexts for photography. Normally offered every 3rd year. Prerequisite, 116. Maximum enrollment, 16.

Spring 2017 01 (Knight R)

303 S Advanced Photography: Alternative Processes.
Advanced study of photography through the investigation of alternative processes. Emphasis on the use of various historic and non-traditional processes, including photograms, pinhole cameras, cyanotype printing, and polaroid transfers, as well as emerging digital techniques including digital negatives and solarplate photogravure printing. Continued exploration of personal vision. Normally offered every 3rd year. Prerequisite, 116. Maximum enrollment, 16. Robert Knight.

304 F Advanced Painting.
Further exploration of concepts and techniques presented in Introduction to Painting with emphasis on landscape and interiors as subject matter. Reinforcement of oil painting skills and introduction to egg tempera and acrylic.May repeat for credit at increasingly advanced levels with permission of the professor. Prerequisite, 203. Maximum enrollment, 16.

Kuharic.

307 S Advanced Three Dimensional and Material Studies.
Advanced study of materials such as clay, wood, plaster, steel, and plastic utilizing processes such as moulding, casting, fabrication, carving and construction. May repeat for credit at increasingly advanced levels with permission of the professor. Prerequisite, 106 or 109. Maximum enrollment, 16. Murtaugh.

Spring 2018 01 (Murtaugh R)

[313 S] Advanced Video.
Advanced investigation and study of experimental video production. Exploration of personal vision combined with emphasis on social and cultural contexts for video. May repeat for credit at increasingly advanced levels with permission of the professor. Prerequisite, 213. Maximum enrollment, 12.

[370 F] Special Topics in Photography: Curating the Archive.
Exploration of the process and theory of museum exhibition curating, taught in conjunction with the preparation of an exhibition in the Wellin Museum. Emphasis on the history of photography and the role of western art institutions in the appropriation and repurposing of archival imagery. Studio-based artistic response required based on materials presented. Students will work collaboratively on exhibition materials, including image selection and layout, catalog and wall text production, and multimedia materials such as podcasts. Prerequisite, Art 113 or 115 or 116 or permission of the instructor. Maximum enrollment, 12.

[377 S] Digital Arts Workshop.
Emphasis on collaborative work among computer musicians and videographers in the creation of visual/sound works. Projects will include fixed media works, installations, and/or performance art pieces. Prerequisite, Art 211, Art 213, or Music 270. (Same as Music 377.) Maximum enrollment, 16.

380 S Junior Seminar.
Addresses major themes in art criticism and studio practice from 1970 to the present. Students will reflect on these themes through the production of multi media studio projects, classroom discussion, critique, readings, written assignments, field trips, and oral presentation. Prepares art concentrators for independent senior level work through the integration of previous coursework across our curriculum and an evolution of each student's conceptual development. (Social, Structural, and Institutional Hierarchies.) (Proseminar.) Prerequisite, One 300-level Studio Art Course; open only to Junior Art Concentrators. Maximum enrollment, 16. Rebecca Murtaugh.

501F Senior Project I.
A required one semester course for senior concentrators. To be followed by 502S upon successful completion and approval of the senior project advisor. The Department.

502 S Senior Project II.
A required one-semester course for senior concentrators working toward honors and the senior exhibition. Prerequisite, 501F and permission of the senior project advisor. The Department.

Art History

Faculty
James Bloom
Steve Goldberg
Susan Jarosi
Ruth Lo
Scott MacDonald
John McEnroe, *chair*

Beginning with the Class of 2022, a concentration in art history consists of a minimum of ten courses: nine art history courses and at least one course in studio art. The nine art history courses must include: two 100-level courses; four 200-level courses; 330; an additional 300-level course; and a 400-level seminar to be taken during the senior year.

A minor in art history consists of any five courses in art history.

The Senior Project in art history includes an extensive research project completed in the context of a 400-level seminar and its oral presentation before the Department.

Students concentrating in art history will satisfy the Social, Structural, and Institutional Hierarchies (SSIH) requirement by completing any one of the following courses: 120; 145; 152; 287; 330

Honors in art history will be awarded on the basis of a cumulative average of 3.7 (90) or above in coursework toward the concentration and distinguished achievement on the Senior Project.

120 F Introduction to the History and Theory of Film.
A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience. (Same as Literature 120 and Cinema and Media Studies 120.) MacDonald.

130 F,S Introduction to Visual Studies.
Our world is saturated by images, from the screens that surround us to retinal projection, yet most of us struggle to interpret what we see. We are immersed in visual technologies that shape our behavior, from computer games to AR, yet few of us know how such technologies are created. The course introduces students to a critical examination of images both by tracing current visual technologies to their historical origins and by working with emerging technologies to produce such applied examples as: logo design, digital mapping, and 3-D modeling within the context of a Digital Studio component. (Proseminar.) (Same as Cinema and Media Studies 130.) Maximum enrollment, 16. James Bloom.

[145 F] Differencing the Visible: Perspectives on African-American Art and the Black Historical Experience.
Traces the cultural achievements and struggles of African-American artists, both men and women, to make a people and a world they had known visible, and to be true to those who were misrepresented or erased entirely from the visibility of American history. The goals of the course are to foster an historical memory, intuitive empathy, and responsive understanding of the works of African-American artists, in the context of the societal and historical circumstances in which they were produced. (Proseminar.) Maximum enrollment, 16.

147 F "Art into Industry": German Bauhaus 1919-1933.
Investigation of the Bauhaus from its origins in WWI to its 1933 shutdown by the Nazis. Examination of the relationship between art and technology, along with the social and political implications of modern design. Topics include the Bauhaus' interdisciplinary and experimental approach, its position within larger intellectual debates of early twentieth-century Germany, and its impact on modern art and design across the world. Conducted in English; no German required. (Same as German Studies 147.) Schweiger.

152 F Intersections in Global Art.
In this course we will look closely at 32 objects (roughly one per day) that embody significant intersections among different cultures and/or periods. The objects range from a prehistoric African axe to contemporary street art in Athens, Greece. We will be learning about how to look at works of art and how to effectively express our thoughts about them in spoken and written words. (Writing-intensive.) (Proseminar). Open to first- and second-year students only. Maximum enrollment, 16. McEnroe. (Writing-intensive.) (Proseminar.) Open to first- and second-year students only. Maximum enrollment, 16. McEnroe.

153 F Proseminar in Architectural History: Architecture as Political Communication.
An introduction to the study of architecture focusing on the ways in which architectural monuments create, reinforce, or disrupt political, socioeconomic, and religious hierarchies. Class time will include discussion and examination of buildings around Hamilton's campus. (Writing-intensive.) (Proseminar.) Maximum enrollment, 16. TBA.

154 F Arts and Cultures of Asia.
An introduction to the traditional arts of India, China and Japan. Discussion focusing on the cultural and aesthetic values, religio-philosophical beliefs and historical conditions informing the practice of art and its reception within these cultures. Goldberg.

[155 F] Copies, Forgeries, and Fakes.
The class examines our obsession with originality by focusing upon what may be understood as its opposite: the copy. Copies play a pivotal part in the history of art, from Roman copies of Greek sculptures to the role of copying in artists' training to reproductive art forms such as prints and photographs that are, in effect, "copies." Closely related to the concept of the copy are forgeries and fakes, which present themselves as "originals" yet destabilize the very foundations of the term. Ultimately, the class addresses how we establish notions of artistic value by looking at the overlooked. (Proseminar.) Maximum enrollment, 16.

218 F The Social Life of Prints.
The array of functions exhibited by printed works in Western visual culture is remarkable: prints served, among other things, as a form of mass communication; as scientific records of the natural world; and as an affordable imitation of paintings. More broadly, prints stimulated the visual and critical skills necessary to negotiate cultures that were increasingly saturated by images. As such, particular attention will be paid to the technologies of the print medium, to the relationships between making and meaning, and to the critical value of prints for the interpretation of images in general. Maximum enrollment, 16. James Bloom.

223 F City Senses: Urbanism Beyond Visual Spectacle.
Architecture and urbanism provide multisensory experiences of space that don't necessarily privilege visual perception. This course explores alternative approaches to design and an understanding of the built environment through explorations of all the senses. We will read philosophical ideologies from different disciplines and the history and historiography of the senses across time and place. Through the identification of non-visual sensory markers (e.g. sounds of bells, smells of food, feelings of light and shade) found on campus, we will create a digital exhibition of interactive maps. (Proseminar.) Maximum enrollment, 16. Ruth Lo.

230 S The Portrait from Pharaoh to Facebook.

The course is both a chronological study of portraiture and an exploration of the complex strategies by which individuals and groups have deployed visual forms to construct representations of their identities. We will explore the myriad purposes to which such representations have been put, including tomb effigies and commemoration, state-certified identification, mug shots, and the digital construction of self. Ultimately, we will try to better understand the power and persistence of the portrait genre, from self-portraits to wax seals, from selfies to statues, and from pharaoh to Facebook. James Bloom.

231 F Art & Feminism.
This course examines the ways feminist ideas have challenged us to re-think art & art history, both past & present, particularly with respect to feminism's mandate to consider race, class, sexuality, and other aspects of social location alongside the interrogation of gender. Thematic concerns include the institutions & structural conditions within which marginalized artists have worked and continue to work; the challenges of representation & self-representation that black/queer/female artists encounter; and the innovative forms of feminist art & activism that have shaped culture more broadly (Same as Women's and Gender Studies 231.) Susan Jarosi.

[235 S] Artists' Writings.
Why do visual artists write? What purposes do their writings serve? The course considers these questions in both historical and current artistic contexts. Beginning with early twentieth-century manifestos and extending to artists' statements, correspondence, and interviews, it examines the vast literature in which artists have discussed their intentions and values and have elaborated, theorized, and contextualized their own work. It also considers language-based conceptual art, where text is presented as the "art object" and experimental forms of artists' writings that resist categorization. Prerequisite, One 200-level course in Art History.

238 F Installation Art.
What, exactly, defines installation art? This course investigates the historical, cultural, and disciplinary circumstances through which what we now call "installation art" came to be the defining medium of late-twentieth and twenty-first century artistic production. Susan Jarosi.

[245 S] Hindu, Buddhist and Islamic Arts of India.
An introduction to Hindu, Buddhist and Islamic traditions of art and architecture in India, as well as the art and architecture of the colonial and post-colonial periods.

[248 F] Paths to Enlightenment: The Art and Architecture of Buddhism.
This course examines Buddhist art from its rise and development in India to its transmission and transformation across Asia. Particular attention is given to the continuities and discontinuities within this multifaceted tradition of artistic practice as it adapts to and evolves within different cultures and their indigenous belief systems and artistic practices. At the center of this inquiry is a fundamental question: How may we understand the distinguishing features of Buddhist works of art as the culturally specific expression of both artistic and religious values? (Writing-intensive.) Maximum enrollment, 18.

254 F Courtier, Samurai, Priest and Chonin: The Arts of Japan.
A historical examination of the social and aesthetic values and sensibilities expressed in the indigenous arts associated with the court aristocracy, samurai warrior, Zen priest and chonin or townsman. Japanese material culture, including painting, calligraphy, sculpture, architecture, gardens, kimono, ceramics and the tea ceremony. Goldberg.

258 F Political Power and Cultural Authority: The Arts of China.
Historical examination of the ethico-aesthetic, religio-philosophical and socio-political values expressed in the indigenous arts associated with the imperial court, the scholar's studio, the marketplace and the subtle art of dissent. Chinese material culture, including painting, calligraphy, sculpture, ceramics, jade, ritual bronzes, architecture and silk robes. Goldberg.

262 S Greece, Rome, and the Mediterranean.
Traditionally we have studied ancient Greece and Rome in isolation from the surrounding world, as places that shaped the beginnings of "western" civilization. This course takes a broader view. We shall explore the ancient Mediterranean as a place of dynamic interaction from the Levant though Egypt, North Africa, Greece, Italy, and the islands in between. Far from standing in isolation, the arts of ancient Greece and Rome participated in these transnational cultural networks. (Writing-intensive.) (Same as Classics 262.) Maximum enrollment, 18. McEnroe.

[266 F] Art of the Islamic World.
Begins with the emergence of Islam in the 7th century and continues to the present. Emphasis will be on how early Islamic art and architecture drew on Classical, Sassanian, and Byzantine forms; the development of Islamic art in response to the religion's spread into Asia, Africa, and Europe; comparisons of sacred and secular space; developments in art and architecture associated with various dynasties (Umayyad, Abbasid, Fatimid, Ottoman, and Mughal, among others); and perceptions of religious outsiders within Islamic culture as well as perceptions of Islam by religious outsiders

[270 F] Medieval Art and Architecture.
Examines the arts of Europe and the Mediterranean from the Early Christian to the Gothic periods. Major questions include: Why do these objects and buildings look the way they do? How did medieval people use and think about them? Did different types of people – monks, nuns, nobles, city dwellers – use and think about them differently? What roles did the arts play in interactions among Romans, "barbarians," Christians, Jews, and Muslims? Our objects of study will include architecture, sculpture, paintings, mosaics, metalwork, and manuscripts.

[280 F] Economic Histories of Art.
Economic Histories of the Arts explores the implications of considering art through the lens of economic history. It shifts the focus to looking at art as a commodity, rather than the product of individual creative expression – as things that are bought and traded, sold and re-sold. The course pursues these topics both chronologically and thematically: examining modes of production; art markets and valuation; and the roles of artists, patrons, dealers, and collectors from the fifteenth century to the present. (Speaking-Intensive.) Maximum enrollment, 20.

282 S Art in Renaissance Italy.
An examination and reevaluation of Renaissance art. Topics include the relations between art and craft, the social functions of art, gender and ethnic stereotypes. McEnroe.

[284 F] Northern Renaissance Art.
This course explores the distinctive ways in which art was crafted and consumed in northern Europe during the age of Renaissance and Reformation. We will examine paintings and prints, propaganda and princely splendor, and carved altarpieces and ceremonial armor against the backdrop of both city and court, while considering issues of religious function, social use, and the economic history of the arts. The course also fosters a critical awareness of the methods of art history by drawing attention to scholarship on Northern art that has, in many ways, laid the foundations for modernity.

286 S Art in the Age of the Enlightenment.
The 18th century in Europe and its overseas dominions seen as a watershed between a rational and an empirical attitude to nature and reality. The rococo, sentimental and picturesque/sublime traditions and their assimilation into neoclassicism. Attention given to the landscape garden and the decorative arts as well as architecture, painting and sculpture. B Ferguson.

[287 F] Art and Social Change.
"Art and Social Change" explores the history of artistic production as political activism. From the early efforts of painters and sculptors in the nineteenth century to more recent developments in experimental media – ranging from

performance art, street art, and institutional critique to documentary studies and even activism itself – artists have offered not only social critique but also attempted direct political intervention. Whether addressed to issues of race, class, gender, environmentalism, or globalization, this course grapples with art's ability to affect social change. (Proseminar.) Maximum enrollment, 16.

290 S Facing Reality: A History of Documentary Cinema.
The history of cinema as representation and interpretation of "reality," focusing on nonfiction film and video from a variety of periods and geographic locales. Emphasis on the ways in which nonfiction films can subvert viewers" conventional expectations and their personal security. Forms to be discussed include the city symphony, ethnographic documentary, propaganda, nature film, direct cinema, cinéma vérité, the compilation film and personal documentary. (Same as Literature 290 and Cinema and Media Studies 290.) MacDonald.

[291 S] American Film Comedy: Classic and Modern.
An exploration and analysis of major contributions to the history of American film comedy, from its origins in slapstick to the flowering of silent physical comedy in the 1910s and 20s (performer/directors Charlie Chaplin, Buster Keaton, Harold Lloyd); to the sophisticated comedy that dominated the early decades of sound (directors Ernst Lubitsch, George Cukor, Howard Hawks, Billy Wilder); to attempts in the 1960s and 70s to rethink comedy by commercial directors and independent filmmakers working "underground" (George Kuchar, John Waters); to recent work that has built on this tradition. (Same as Cinema and Media Studies 291.)

[292 F] Modern Architecture: 1750 to the Present.
Begins with the emergence of Neoclassical architecture in mid-18th-century Europe and continues to the present. Emphasis will be on developments in Europe and North America in the 18th and 19th centuries before turning to the spread of modernism and developments in global contemporary architecture. We will explore connections between architecture and urbanism, Nationalism, political power, technology, and ecology, as well as the roles of gender, race, and class in the creation and use of architecture.

[293] Modernist Art.
Developments in European and American art from the beginnings of Modernism through the emergence of Contemporary Art. Topics include the effects of shifting social and gender roles on subject matter and audience, the hegemony of formalist aesthetics and avant-gardism, the relationship between art and popular culture, the role of the audience, and the role of art institutions.

295 S History of Performance Art.
History of Performance Art investigates the international developments in performance art after 1950. It considers the experimental strategies and ideological aims of visual artists who used their bodies as the primary vehicle of expression, information, communication, and social change. Performance art has had the distinction of being the most censored art form, a highly significant social fact that draws attention to its particularly disruptive aesthetic codes and materials – emphasizing presentation over representation; human bodies over inanimate objects; and temporality over spatiality. (Proseminar.) Maximum enrollment, 16. Susan Jarosi.

296 S Global Contemporary Art.
Global Contemporary Art surveys the expanding definitions, contexts, and forms of art in the late twentieth- and early twenty-first centuries, paying particular attention to the significance of artistic agency, artists' writings, globalization, the art market, and political engagement and social transformation. Susan Jarosi.

301 F Avant Garde: Cinema as Theory and Critique.
A history of alternatives to commercial movies, focusing on surrealist and dadaist film, visual music, psychodrama, direct cinema, the film society movement, personal cinema, the New American Cinema, structuralism, Queer cinema, feminist cinema, minor cinema, recycled cinema and devotional cinema. While conventional entertainment films use

the novel, the short story and the stage drama as their primary instigations, experimental and avant-garde films are analogous to music, poetry, painting, sculpture and collage. Not open to first-year students. (Same as Cinema and Media Studies 301 and Literature 301.) MacDonald.

310 F From Collecting to Curating: American Art, 1900 to 1950.
Exploration of the process and theory of art collecting and curating, taught in conjunction with the preparation of a virtual and physical exhibition. Emphasis on the history of American art and the development of American museums. Students will learn interview and oral presentation skills, and will work collaboratively on exhibition materials, including object selection and layout, catalog and wall text production, and multimedia materials such as podcasts. Required field trip October 10 to October 12, 2019. Prerequisite, One course in Art History or One course in Studio Art. Maximum enrollment, 16. Rob Knight and Michael Shapiro (Special Adjunct appointment).

330 F Theory and Methods in Art History.
Changing interpretations of art from the Renaissance to the present: biography, connoisseurship, formalism, iconology, feminist and postmodern theory. (Writing-intensive.) Prerequisite, one 200-level course in art history. Maximum enrollment, 18. McEnroe.

[352 F] Chinese Visual Culture, 1850-Present: From Modernization to Globalization.
Examines the radical transformations in Chinese visual culture in the post-Mao era (1976-present): painting and calligraphy, sculpture and photography, installation and performance art. Topics include the impact of transnational forces of cultural and economic globalization, artistic expressions of cultural identity, historical memory, personal subjectivity and voice independent of the official government line, the rise of a Chinese avant-garde movement, art after Tiananmen, and the place of contemporary Chinese art within a global perspective . (Writing-intensive.) Prerequisite, 154, 293 or consent of instructor. Maximum enrollment, 18.

353 S Representing Trauma in the Visual Arts.
How have conceptualizations of trauma evolved since 1945? What are the therapeutic and social consequences of representing trauma? How has visual art advanced our understanding of traumatic subjectivity, experience, and memory? This interdisciplinary course follows a historical trajectory from the most profound of collective traumas, the Holocaust, to the refinement of clinical definitions of trauma following the Vietnam War, to the advent of trauma studies in the 1990s, to the recent "pictorial turn" in scholarship on trauma as a means to examine the dynamics of trauma & its representation. Prerequisite, One 300-level course in the humanities or social sciences. Susan Jarosi.

365 S Major Figures in Cinema.
Focus on crucial contributors to the wide world of cinema. The work of one, two, or three particular filmmakers, each from a different sector of the geography of cinema, will be examined in detail. Prerequisite, ARTH/CNMS/CPLIT 120; or ARTH/CNMS/CPLIT 290; or ARTH/CNMS/CPLIT 301; or permission of the instructor. (Same as Literature 365 and Cinema and Media Studies 365.) MacDonald.

[371 S] The Gothic Cathedral: Architecture, Art, and Christian Practice in Europe, c 1140-1300.
Gothic cathedrals are among the most striking buildings in cities across Europe. We will consider these cathedrals in their political, social, economic, and religious contexts, including their beginnings within the political setting of Capetian France; their spread through Europe; how they were funded and constructed; the political functions they had; how people used and thought about them; what types of objects filled them; and what cathedrals and the artworks that decorate(d) them tell us about how later medieval Christians thought about themselves and about religious outsiders. Prerequisite, One 200-level Art History course or permission of the instructor.

406 S Senior Seminar in Modern Art.
Examination of art historical topics addressing modernist art between 1900-1970. Includes the development of the Senior Project, from topic selection and bibliography to reviews of research skills and conceptual and theoretical

frameworks resulting in a final essay or project formally presented before the Department. Open to senior concentrators only, or by consent of the instructor. Prerequisite: AH 293 Prerequisite, 293. Maximum enrollment, 12. Pokinski.

407 S Senior Seminar in Global Contemporary Art.
Examination of art historical topics addressed to global art since 1960. Includes the development of the Senior Project, from topic selection and bibliography development to reviews of research skills and conceptual and theoretical frameworks resulting in a final essay or project formally presented before the Department. Open to senior concentrators only, or by consent of the instructor. Maximum enrollment, 12. Susan Jarosi.

Asian Studies

Program Committee
Abhishek Amar (Religious Studies)
Alexsia Chan (Government)
Mariam Durrani (Anthropology)
Steve Goldberg (Art History)
Usman Hamid (Asian Studies)
Masaaki Kamiya (Japanese)
Kyoko Omori (Japanese)
Julie Starr (Anthropology)
Lisa Trivedi (History)
Zhuoyi Wang (Chinese)
Thomas Wilson, *chair* (History)
Steven Yao (English)

The Asian Studies Program offers an interdisciplinary approach to studying the cultures, societies, and languages of Asia. Concentrators may study one of three tracks that focus on China, Japan, or India. Students may, in consultation with the program director, elect to develop a comparative course of the study of Asia.

A concentration in Asian Studies consists of nine courses distributed among at least three departments: Anthropology, Art History, EALL (Chinese, Japanese), English, Government, History, Religious Studies, and Theatre. Concentrators must (1) successfully complete AS 180, (2) take at least three courses at the 300 level or above, and (3) study an Asian language through the intermediate level in coursework at Hamilton or appropriate language study off campus. Concentrators fulfill the College SSIH requirement through successful completion of AS 180 and are encouraged to pursue the study of structural hierarchies in the senior project. Students fulfill the senior project requirement through successful completion of AS 550. Honors in Asian Studies will be awarded to concentrators with at least an 3.3 (88) average in the concentration and who complete 550 with a grade of at least A-.

A minor in Asian Studies consists of five courses, including 180 and four electives approved by the program director.

Building upon this interdisciplinary approach, Asian Studies concentrators are well-prepared for study in an Asian country. In the senior year, concentrators draw together their knowledge from coursework and experiences in Asia to complete senior projects.

Beginning with the class of 2021, Asian Studies 550 will comprise two parts. (1) A series of thematic sessions taught by the main instructor and other affiliated faculty, who assign reading and writing assignments. (2) A research project for which students work with the main instructor and a thesis advisor to write an essay of approximately 15-20 pages. Students will orally present their research during the semester and at the end of the semester to Asian Studies faculty and students.

Students double majoring in Asian Studies and East Asian Languages and Literatures (EALL) may use upper-level Chinese or Japanese language courses to satisfy the Asian Studies requirements, providing they are not used to count toward the EALL concentration.

There are three tracks within the Asian Studies concentration: China Studies, Japan Studies, and India Studies. Ordinarily, students choose to focus their coursework and language study in one of these three regional areas. Students

with thematic interests in Asia may pursue a comparative course of study in consultation with the Director. A partial list of courses regularly offered in each of these three areas follows a list of requirements for each track.

China Studies track
1. AS 180 Exploring Cultures in Asia
2. Asian Language: The completion of intermediate language study, Chinese 140. In consultation with the program director, students may fulfill this requirement through appropriate language study abroad or through an intensive summer program. Chinese language courses numbered 140 and higher may be used to meet this requirement. (Language courses numbered 140 and above may also be counted toward the 7 core courses.) Students are strongly encouraged to pursue advanced language courses beyond the intermediate level.
3. Core Courses: In consultation with the program director, students design their concentration through the completion of seven courses chosen from at least two departments. Besides Asian Studies 180, one other 100-level course may be counted toward the concentration. At least three of these courses should be at the 300 level or above.
4. Senior Project: Students complete the senior project by enrolling in AS 550.

Japan Studies
1. AS 180 Exploring Cultures in Asia
2. Asian Language: The completion of Japanese 140. In consultation with the program director, students may fulfill this requirement through appropriate language study abroad or through an intensive summer program. Japanese language courses numbered 140 and higher may be used to meet this requirement. (Language courses numbered 140 and above may also be counted toward the 7 core courses.) Students are strongly encouraged to pursue advanced language courses beyond the intermediate level.
3. Core Courses: In consultation with the program director, students design their concentration through the completion of seven courses chosen from at least two departments. No more than two 100-level courses may be counted towards the concentration. At least three of these courses should be at the 300 level or above.
4. Senior Project: Students complete the senior project by enrolling in AS 550.

India Studies
1. AS 180 Exploring Cultures in Asia.
2. Asian Language: The completion of intermediate level Hindi, offered through Critical Languages. (Language courses numbered 140 and above may also be counted toward the 7 core courses.) In consultation with the program director, students may fulfill this requirement through appropriate language study abroad or through an intensive summer program. Hindi language courses numbered 140 and higher may be used to meet this requirement. Students are strongly encouraged to pursue advanced language courses beyond the intermediate level.
3. Core Courses: In consultation with the program director, students design their concentration through the completion of seven courses chosen from at least two departments. Besides Asian Studies 180, one other 100-level course may be counted toward the concentration. At least three of these courses should be at the 300 level or above.
4. AS 550 Senior Project.

China Studies

Anthropology
232 Comparative Ethnographic Study of Asia
248 Peoples of China
338 The Anthropology of Globalization and Transnationalism

Art History
154 Arts and Cultures of Asia
258 Political Power and Cultural Authority: The Arts of China
352 Contemporary Chinese Art in the Global Cultural Economy

Asian Studies
218 Smart Films for a Smart World

East Asian Languages and Literatures - Chinese
160 Modern China Through Film
200 Third-Year Chinese I
210 Modern and Contemporary Chinese Literature: Traditions and Modernists
215 Chinese Literature in Translation
220 Third-Year Chinese II
240 Exploring the Roots of Contemporary Issues in China
260 Place, Memory, and Empathy: Japan and Its Others
380 Transcultural Chinese-Language Cinema and Hollywood
420 Introduction to Taiwanese Society and Culture
425 Current Issues in Greater China
430 Masterpieces of Chinese Literature
442 Cinematic Heroes and Heroines in Post-Mao China
450 Remembering the Chinese Revolution through Film

Government
211 Politics in China
329 Authoritarian Politics

History
180 Exploring Cultures in Asia
233S Laozi and Confucius in History
235 Women in Modern Asia
280 Chinese Culture in Imperial Times
285 Modernity and Nationhood in China
305 Nomads, Conquerors and Trade: Central and Inner Asia
[337 Confucian Traditions]
[309 Seminar on Asian Temples in a Virtual World}
363 Seminar: Colonial Encounters in Asia
396 History of Gods

Literature and Creative Writing
283 Introduction to Asian American Literature

Religious Studies
225 Buddhist Worlds in the USA
425 Seminar in Mahayana Buddhism

Japan Studies

Anthropology
232 Comparative Ethnographic Study of Asia

Art History
254 Courtier, Samurai, Priests and Chonin: Japanese Art
340 The Arts of Zen Buddhism

Asian Studies
218 Smart Films for a Smart World

Comparative Literature
356 Introduction to Japanese Film

East Asian Languages and Literatures - Japanese
160 Modern Selves and Ways of Seeing: Japanese Film, Animation, and Literature
200-220 Advanced Japanese
205 Topics in Japanese Linguistics
219 Language Acquisition
239 Modern Life and War in Japanese Literature
255 The Languages of East Asia
260 Place, Memory, and Empathy: Japan and Its Others
356 Introduction to Japanese Film
401 Selected Readings in Japanese
402 Japanese Textural Analysis and Translation

History
180 Exploring Cultures in Asia
235 Women in Modern Asia
[309 Seminar on Asian Temples in a Virtual World]
[360 Mythical Histories in China and Japan]
363 Seminar: Colonial Encounters in Asia

India Studies

Anthropology
220 Contemporary Politics and Culture in India
232 Comparative Ethnographic Study of Asia

Asian Studies
180 Exploring Cultures in Asia
209 Islamic History and Culture
218 Smart Films for a Smart World
256 Islam and Modernity in South Asia

Art History
154 Arts and Cultures of Asia
266 Art of the Islamic World

History
180 Exploring Cultures in Asia
220 Culture & Politics of India
235 Women in Modern Asia
239 The Making of Modern India, 1526-1947
[247 "Cracking India:" Historical and Literary Perspectives on Partition]
305 Nomads, Conquerors and Trade: Central and Inner Asia
[309 Seminar on Asian Temples in a Virtual World]
363 Seminar: Colonial Encounters in Asia
375 Gandhi: His Life and Times

396 History of Gods

Literature and Creative Writing
230 Bollywood Film
283 Introduction to Asian American Literature

Religious Studies
143 Sacred in South Asia
144W Indian Buddhism
244 Religious Conflicts
357W Death, Dying and Afterlife
256 Islam and Modernity in South Asia

Asian Diaspora and Other Courses
History 124 Silk Road
English 283 Introduction to Asian American Literature

180 S Exploring Cultures in Asia.
History of South and East Asian cultures beginning in ancient times, emphasizing both their commonalities and distinctive features in comparative context. Critical examination of structural hierarchies that have shaped Asian societies, focusing on ritual and kingship, the spread and transformation of Buddhism throughout Asia, Islamization of South Asia, gender, and the formation of empire. Students read secondary and primary sources, including selections from epic traditions, ritual and mythic sources, and literary texts. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Same as History 180.) Maximum enrollment, 18. Trivedi and Wilson.

209 F Islamic History and Culture.
An interdisciplinary exploration of Muslim societies from the 7th century to the present. Beginning with the origins of Islam, the history of the Quran, and the biography of the Prophet, the course examines how questions of political authority, religious practice, and cultural exchange were navigated as the Muslim community developed. We read texts from Islam's rich literary heritage and pay close attention to the ways in which the Muslim past continues to animate contemporary debates, practices, and imagination. (Same as History 209 and Religious Studies 209.) Usman Hamid.

218 F Smart Films for a Smart World.
Can your smartphone become a partner to picture your world differently? What do technologies of seeing in cinema and anthropology have in common? How do alternative modes of filmmaking inform how we view others? The course uses readings in anthropology to think about viewing films, primarily by filmmakers from Asia and its neighbors. Students will design ethnographic projects and use smartphone apps to produce their own short documentaries. No previous expertise in Asian studies, award winning cinematics, or advanced geeky tech required. Ideas, energy, and an open mind are mandatory. (Same as Art 218.) Maximum enrollment, 16. Emiko Stock.

256 F Islam and Modernity in South Asia.
This course develops a nuanced understanding of Islam and its role in shaping socio-religious and political landscape of modern and pre-modern South Asia. Questioning misconceptions of Islam, it examines its mideast origins, Qur'an, theology, law, religious practices, Shi'i and Sufi traditions, expansion in South Asia, colonialism, and modernity. Readings include secondary, literary, architectural and archaeological sources. Next offered Fall 2019. (Same as Religious Studies 256 and History 256.) Usman Hamid.

550 F Senior Project.
Seminar in which concentrators develop individually-designed research projects in consultation with the instructor and one other member of the Asian Studies Program Committee. Students discuss their ongoing research with their peers

throughout the semester, culminating in formal presentations of the final projects, which demonstrate mastery of interdisciplinary approaches to the study of Asia. Prerequisite, at least one Asian Studies course offered at the 300-level. Maximum enrollment, 20. Program Director.

Biochemistry/Molecular Biology

Program Committee
Angela Blum (Chemistry)
Wei-Jen Chang, *chair* (Biology)
Herman Lehman (Biology)
Max Majireck (Chemistry)
Natalie Nannas (Biology)

The departments of Biology and Chemistry offer an interdisciplinary concentration in biochemistry/molecular biology (BMB). Prospective concentrators should elect both chemistry and biology in their first year. The concentration consists of 11 courses (and Math 113 and 116, or equivalent, as prerequisites for certain courses), including four courses in BMB, two courses in biology, three courses in chemistry, one SSIH designated course in either the Biology or Chemistry Departments, and two course from a list of selected courses provided below. BMB courses must include 270, 346, 550 and one from 320, 321 or 322. Biology courses must include 100 and 248. Chemistry courses must include 120 (or 125), 190, and 255. Math 113 and 116, or equivalent, are prerequisites for BMB 320, 321 and 322. The elective course must be chosen from BMB 551, Biology 212, 221, 312, 331, 334, 357, 442, or 454, and Chemistry 320, 321, 322 or 360. BMB 550 satisfies the Senior Thesis requirement. A complete description of the Senior Program is available from the departments. Honors in BMB will be based on excellence in coursework and on both Senior Thesis 550 and 551.

270 S Biological Chemistry.
A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates; biochemistry of enzyme catalysis; bioenergetics and regulatory mechanisms. Principles and techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function. This course satisfies the second semester of a one-year General Chemistry requirement for post-graduate Health Professions programs, however, this course might not also satisfy a Health Profession program's requirement for a course in Biochemistry. (Quantitative and Symbolic Reasoning.) Prerequisite, 190. Three hours of class and three hours of laboratory. (Same as Chemistry 270 and Biology 270.) Blum and S Rosenstein.

[320 S] Biophysical Chemistry.
A study of the fundamental concepts and principles of physical chemistry applied to biological systems. Topics include the spectroscopy, thermodynamics and kinetics of proteins and other biomolecules, and the use of this knowledge to explain the physical basis of biochemical properties. Prerequisite, 270 and Mathematics 116. Physics 105, 195 or 205 is recommended. (Same as Chemistry 320.)

321 F Physical Chemistry I.
A study of the fundamental concepts and principles of quantum chemistry. Topics include the fundamental postulates of quantum mechanics, the nature of the chemical bond, and applications of molecular quantum mechanics including spectroscopy and computational electronic structure methods. (Quantitative and Symbolic Reasoning.) Prerequisite, 125 or 190, Mathematics 116, Physics 105, 195 or 205. (Same as Chemistry 321.) Dawood; Van Wynsberghe.

322 S Physical Chemistry II.
A study of the fundamental concepts and principles of thermodynamics and kinetics. Topics include statistical and classical thermodynamics, prediction of the direction and extent of chemical reactions, equilibrium, chemical kinetics, catalysis, and reaction rate theory. (Quantitative and Symbolic Reasoning.) Prerequisite, 125 or 190, Mathematics 116, Physics 105, 195 or 205. The department recommends that students take 321 prior to 322. Three hours of lecture.

(Same as Chemistry 322.) Dawood; Van Wynsberghe.

346 F Biochemistry.
The advanced study of biochemical pathways in living organisms, with emphasis given to gene regulation and metabolism of four major macromolecules: carbohydrates, lipids, proteins and nucleic acids. Includes in-depth discussion of contemporary developments in molecular biology and comprehensive training in molecular techniques. Three hours of class and three hours of laboratory. (Social, Structural, and Institutional Hierarchies.) Prerequisite, 100, or 101, or 102, or 115, and Chemistry 190, or consent of instructor. (Same as Biology 346.) Chang.

550 F,S Senior Thesis I.
A research project carried out in association with a faculty member. One course credit. Must be approved by May of the junior year. The Program.

551 S Senior Thesis II.
A research project carried out in association with a faculty member. Includes written and oral presentations. Candidates for honors should elect both 550 and 551. Prerequisite, 550. One course credit. The Program.

Biology

Faculty
Wei-Jen Chang, *chair*
Rhea Datta
Cynthia Downs
Herman Lehman (away fall 2019, Hamilton Adirondack Program)
Michael McCormick
Natalie Nannas
William Pfitsch
Patrick Reynolds
Andrea Townsend

Special Appointments
Ken Bart
Harvey Cramer
Jason Townsend

For all classes up to and including the class of 2021:
A concentration in biology consists of 12.5 credits, including 9.5 credits in biology, two credits in chemistry and one credit related to science in society. Biology courses must include 101 and 102 (or 115), at least four additional courses with laboratories, 550 and 551.

Beginning with the class of 2022:
A concentration in biology consists of 12 credits, including 9 credits in biology, two credits in chemistry and one credit related to science in society. Biology courses must include Bio 100, at least four additional courses with laboratories, and 550. At least one upper level lab course must be selected from within each of the following curricular categories: Cell and Molecular Biology (212, 221, 248, 270, 334, 346, 357), Organismal Biology (213, 222, 228, 280, 330, 331, 334, 343) and Ecology/Evolution (212, 213, 228, 237, 238, 290, 343). Courses listed in more that one category can only be counted toward fulfilling the requirement in one.

For all classes:
Chemistry courses must include 120 (or 125) and 190. The science and society course must be chosen from a list of courses provided by the department that discuss issues in public policy or ethics related to science or technology. To meet the Social, Structural, and Institutional Hierarchies college requirement, students must take a specified number of biology courses that carry an SSIH designation (1 for the class of ’20, 2 for class of ’21, and 3 for the class of ’22 and thereafter). With prior departmental approval, up to one SSIH course can be taken from outside the department if the course addresses issues in biology or science in general. With prior departmental approval, up to two credits may be transferred into the concentration from study off-campus. No more than one credit of independent study may be applied to the concentration. Students preparing for graduate studies in biology should take at least one year each of calculus and organic chemistry and should have knowledge of statistics. Departmental honors are determined on the basis of distinguished achievement in coursework and in the Senior Thesis.

A minor in biology consists of five courses, which must include Bio 100 (or 101 and 102, or 115) and at least one course at the 300 level or higher. The following courses do not count toward a concentration or minor in biology: 145, 150, 214, and 216. Biology 100, 101 and 102 are open to juniors and seniors.

100B F Explorations of Biology: Frankenstein Fish.
A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions, and evolution. As humans continue to exploit the ocean's resources by overfishing, aquaculture and mariculture have become more and more important to meet human demands for fish proteins. This course will examine overfishing, genetically modified/engineered foods, and animal cloning and engineering to introduce fundamental concepts of ecology, ecosystems and conservation biology, genetics and molecular biology, and ethical issues. Three hours of class and three hours of laboratory. Not open to students who have taken Bio 101, 102 or any other Explorations in Biology course. Admission of non-first year students with permission of the instructor. Maximum enrollment, 30. Chang.

100C S Explorations of Biology: Life at the extreme.
A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions, and evolution. We will discuss adaptations of organisms, including humans, that live in extreme environments or that perform extreme feats. Topics include how organisms live in the deserts, at high altitude, or in thermal vents. We'll also discuss the biology of the fastest, strongest, smallest, largest, or slowest. Three hours of class and three hours of laboratory. Not open to students who have taken Bio 101, 102 or any other Explorations in Biology course. Admission of non-first year students with permission of the instructor. Maximum enrollment, 30. Downs.

[100D F] Explorations in Biology: Neurobiology and Animal Behavior.
A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions, and evolution. An interdisciplinary study exploring the general principles of the function and organization of nervous systems. Topics include the physical and chemical bases for action potentials, synaptic transmission, and sensory transduction with a special emphasis on a comparative approach to the study of animal behavior and its underlying mechanistic control by the nervous system. Three hours of class and three hours of laboratory. Not open to students who have taken Bio 101, 102 or any other Explorations in Biology course. Admission of non-first year students with permission of the instructor. Maximum enrollment, 30.

100E F Explorations in Biology: Microbes Rule!.
A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions, and evolution. From early in Earth's history to the present, microbes have ruled our planet. Recent advances in DNA sequencing reveal a vast, complex and diverse microbial world living around and within us (our personal microbiomes). This course examines the origin, function, and diversity of microbial life on our planet and explores recent discoveries in host-microbiome research. Three hours of class and three hours of laboratory. Not open to students who have taken Bio 101, 102 or any other Explorations in Biology course. Admission of non-first year students with permission of the instructor. Maximum enrollment, 30. McCormick.

100F F Explorations in Biology: Genetic Engineering.
A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions and evolution. This course explores the questions "Are we a product of our genes?" and "Can we change our genes?" We will focus on the molecular basis of life: how traits are controlled by genetic information, how this information is inherited, and how it can be manipulated through new genetic engineering and genome editing technologies, including discussion of medical and agricultural applications and their impact on society. Three hours of class and three hours of laboratory. Not open to students who have taken Bio 101, 102 or any other Explorations in Biology course. Admission of non-first year students with permission of the instructor. Maximum enrollment, 30. Nannas.

[100G F] Explorations in Biology: Life in Space.
A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions, and evolution. We will focus on two aspects of life in space. 1) The nature of and

requirements for extraterrestrial life: how will we know it when we find it? 2) How to meet limitations to long term human survival in space? Research into the effects of reduced gravity, supplying a nutritious diet, and managing microbial interactions. Class project will plan life support for a sustainable human colony on Mars or the moon. Three hours of class and three hours of laboratory. Not open to students who have taken Bio 101, 102 or any other Explorations in Biology course. Admission of non-first year students with permission of the instructor. Maximum enrollment, 30.

100H S Explorations in Biology: Disease Ecology in a Changing World.
A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions, and evolution. This section will provide an introduction to disease ecology, with emphasis on environmental change, emerging infectious diseases, and zoonotic pathogens. We will discuss fundamental concepts in biology through examination of the genetic and physiological underpinnings of disease, the effects of disease on wildlife populations and behavior, and host-parasite co-evolution. Three hours of class and three hours of laboratory. Not open to students who have taken Bio 101, 102, 115 or any other Explorations in Biology course. Admission of non-first year students with permission of the instructor. Maximum enrollment, 30. Townsend.

100J S Explorations in Biology: Our Blue Planet.
A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions, and evolution. Marine habitats cover ~70% of the world's surface and host the greatest range of animal life forms on earth, yet ~95% of our oceans remain unexplored. This course examines how marine species function, their interactions with each other and their environment, and their organization into communities and ecosystems. We will explore threats to ocean life, and regulatory and non-governmental efforts towards its conservation. Three hours of class and three hours of laboratory. Not open to students who have taken Bio 101, 102 or any other Explorations in Biology course. Admission of non-first year students with permission of the instructor. Maximum enrollment, 30. Reynolds.

100K F Genes, Patterns, and Embryos.
A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions and evolution. This course examines the genetic, molecular, and cellular mechanisms that control embryonic and post-embryonic development. We will focus on how complex systems are built and organized, and explore how we inherit both the composition of our genomes as well as the means to interpret that composition in the contexts of development and patterning. Three hours of class and three hours of laboratory. Not open to students who have taken Bio 101, 102 or any other Explorations in Biology course. Admission of non-first year students with permission of the instructor. Maximum enrollment, 30. Datta.

145 S Biology of Aging.
An examination of aging from molecules to cells to systems. The course will examine the contributions of both genetics and environment to the process of aging, explore how we measure aging, and examine the proposed theories of the aging process. An overview of aging in the major organ systems as brought about by change at the molecular and cellular level and examination of the relationship between aging and disease. Three hours of class. (Quantitative and Symbolic Reasoning.) May not be counted toward the concentration or the minor. Maximum enrollment, 16. Cramer.

200 S Scientific Digital Imaging.
An introduction to digital imaging techniques used to acquire, enhance and derive quantitative information from a variety of image sources. Use of Adobe Photoshop and other software to produce publication-quality images and extract data from digital images. Topics include digital photography, artifact removal, 3D rendering and quantitative analysis. Two hours of class and two hours of lab. Prerequisite, two science courses. Maximum enrollment, 12. Bart.

202 F Research design and biostatistics.
A broad overview of experimental design and implementation, and the analysis of biological data. Topics include the

scientific hypothesis, descriptive statistics, hypothesis testing and the use of common statistical tests. Emphasis on practical application of statistics to biological and medical data, enabling students to choose and apply appropriate statistical tools and to interpret their results. Three hours of class combining lecture and computer lab. (Quantitative and Symbolic Reasoning.) Prerequisite, 100, or 101, or 102, or 115, or consent of instructor. Maximum enrollment, 20. Briggs.

212 S Introduction to Bioinformatics.
An introduction to the study of both prokaryotic and eukaryotic genome structures and molecular evolution. Topics also include surveys of different "omics" (e.g. proteomics, metabolomics, …) and their application toward medicine. Three hours of lectures and three hours of laboratory. Prerequisite, 100, or 101, or 102, or 115, or consent of instructor. Not open to students who have taken 443 Maximum enrollment, 20. Chang.

213 S Marine Biology.
Introduction to life in the sea from a global, ecological and evolutionary perspective. Study of marine habitats, food webs, biodiversity, ecological processes, adaptations of marine organisms and human impacts on marine life. Three hours of class and three hours of lab per week. Prerequisite, Bio 100, or 101, or 102, or 115, or consent of instructor. One required weekend field trip to the coast Reynolds.

[214] Seminar in Health Care Systems.
An overview and analysis of US health care systems. US health care systems include public health (population-based services) and medical care (individual patients) systems. Topics include development and organization of various public health and medical entities within the United States, strengths and challenges related to cost, quality, and access to these systems, past and present epidemics, and current issues related to health care systems. (Proseminar.) May not be counted toward the concentration or minor. Not open to students who have taken Bio 216. Next offered TBD. Maximum enrollment, 20.

221 S Microbiology.
Introduction to microorganisms, including bacteria, archaea, single-cell eukaryotes (yeast, algae, protozoa) and viruses, with an emphasis on prokaryotic metabolism and ecology. Basic laboratory techniques, including isolation, cultivation and characterization of microbes. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 100, or 101, or 102, or 115 and Chemistry 120 or 125, or consent of instructor. McCormick.

222 S Human Anatomy.
Exploration of the structure and function of human tissues, organs and systems with an introduction to basic pathology and diagnostic tools. This course emphasizes physiological function and the role of anatomical form in these processes. Examines skeletal, muscular, endocrine, cardiovascular, gastrointestinal, and reproductive systems of humans. Thoughtful dissections of animal model systems and analysis of histology will be the focus of the laboratory. Prerequisite, 100, or 101, or 102, or 115, or consent of instructor. Three hours of class and three hours of laboratory. Maximum enrollment, 30. Department.

223 F Bioethics.
Comprehensive overview of ethical questions and social impacts arising from the use of new biotechnologies. Topics include stem cells and regenerative medicine, human reproductive technologies, genetic screening and counseling, cloning, plant and animal transgenics, genome mapping and patenting, and genetic engineering. This Speaking-Intensive course will use oral presentations and student-led discussions to examine the potential merits and pitfalls of these technologies. (Social, Structural, and Institutional Hierarchies.) (Speaking-Intensive.) Prerequisite, 100, or 101, or 102, or 115, or consent of instructor. Three hours of class. Does not count toward the concentration or minor but fulfills the Biology science in society requirement. Maximum enrollment, 20. Nannas.

228 F Invertebrate Biology.

Survey of animal diversity, including marine and freshwater fauna, parasites, insects and the origin of vertebrates. Emphasis on morphology, physiology, ecology and evolution. Three hours of class, three hours of laboratory. Prerequisite, 100, or 101, or 102, or 115, or consent of instructor. Reynolds.

234 S Mechanisms of Developmental Evolution.
Examines the molecular mechanisms of evolutionary change that drive morphological diversity in the animal kingdom. This course integrates genetics, molecular biology, development, and evolution. We will study adaptation, mechanisms of selection, speciation, plasticity, the origin of novelties, developmental constraints, and the evolution of gene regulatory networks in the context of development and patterning. Prerequisite, 100, or 101, or 102, or 115, or consent of instructor. Rhea Datta.

237 F Ecology.
The relationships among living organisms and their physical environment, population growth and regulation, interspecific interactions, community and ecosystem structure and function, and biogeography. (Social, Structural, and Institutional Hierarchies.) Prerequisite, 100, or 101, or 102, or 115, or consent of instructor. Three hours of class and three hours of laboratory or field exercises. Townsend.

238 F Community and Ecosystem Ecology.
A place-based examination of the ecological communities on and around Hamilton College. Use of field sampling, mapping methods, and analytical techniques to measure and describe local terrestrial and stream ecosystems. Application of skills in group investigation of the implications of human alterations of local natural systems. These projects will inform a collective consideration of the roles Hamilton properties play in global carbon and nitrogen budgets. (Social, Structural, and Institutional Hierarchies.) (Quantitative and Symbolic Reasoning.) Prerequisite, 100, or 101, or 102, or 115, or consent of instructor. Pfitsch.

248 S Genes and Genomes.
Study of the structure and function of genetic material using classical, molecular and genomic analyses. Consideration of the social, medical and agricultural applications of genetic technologies. (Social, Structural, and Institutional Hierarchies.) (Quantitative and Symbolic Reasoning.) Prerequisite, 100, or 101, or 102, or 115, or consent of instructor. Three hours of class and three hours of laboratory. Nannas.

270 S Biological Chemistry.
A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates; biochemistry of enzyme catalysis; bioenergetics and regulatory mechanisms. Principles and techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function. This course satisfies the second semester of a one-year General Chemistry requirement for post-graduate Health Professions programs, however, this course might not also satisfy a Health Profession program's requirement for a course in Biochemistry. (Quantitative and Symbolic Reasoning.) Prerequisite, 190. Three hours of class and three hours of laboratory. (Same as Chemistry 270 and Biochemistry/Molecular Biology 270.) Blum and S Rosenstein.

280 S Plant Function and Structure.
Study of how plants make a living. Consideration of how plant structures enable photosynthesis, uptake and transport of water and nutrients, and the maintenance of food production in the face of environmental limitations. Student designed investigation of how plant adaptations can feed the increasing human population in a changing world. (Quantitative and Symbolic Reasoning.) Prerequisite, 100, or 101, or 102, or 115, or consent of instructor. Three hours of class and three hours of laboratory. Pfitsch.

290 F Paleontology.
A study of the history of life, evolution and the fossil record. Topics include the general principles of paleontology, nomenclature, taxonomy, identification techniques, fossilization processes, plants, microfossils, invertebrates and

vertebrates. Three hours of class and three hours of laboratory with field trips. Prerequisite, Principles of Geoscience. (Same as Geosciences 290.) Maximum enrollment, 24. C Domack.

298 F,S Biology Research.
Independent research under the supervision of a faculty member. May be repeated for credit. Students may count up to one credit of biology research toward the concentration. One-quarter, one-half, or one credit per semester. No senior concentrators. Prerequisite, Instructor's permission. The Department.

330 F Systems Neuroscience.
The primary focus of this course is on the physiological and chemical basis of behavior from a systems perspective. Topics include analysis of sensory and motor systems; motivated behaviors; stress, anxiety and mental illness; and learning and memory. Laboratory exercises introduce students to the anatomy and physiology of the mammalian central nervous system and to some of the principal techniques used in systems and behavioral neuroscience. Three hours of class and three hours of laboratory. Prerequisite, Psych/Neuro 204 or 205. Does not count toward the lab requirement in Psychology. (Same as Psychology 330 and Neuroscience 330.) Maximum enrollment, 20. Robinson.

331 F Vertebrate Physiology.
Fundamentals of vertebrate physiology, emphasizing the functional and homeostatic controls that regulate nerve and muscle tissue, and the cardiovascular, respiratory, renal and endocrine systems. Three hours of class and three hours of laboratory. Prerequisite, 100, or 101, or 102, or 115, plus one other biology course or consent of instructor. Maximum enrollment, 24. The Department.

334 F Developmental Genetics.
In this course we will integrate classical genetics, epigenetics, cell and molecular biology, and organismal approaches to the study of development. We will analyze a diversity of mechanisms, ranging from ones that set up pattern formation in the unfertilized egg to those governing morphogenesis of organ systems. Topics covered include embryogenesis, gene regulation, axis specification, morphogen signaling, stem cells, cloning, limb formation, and sex determination, as well as congenital defects and issues in human development. Prerequisite, 100, or 101, or 102, or 115, or consent of instructor. Three hours of class and three hours of laboratory. Maximum enrollment, 32. Datta.

[343 S] Ecological Physiology.
Students will learn how evolution has shaped physiological adaptations of vertebrates to the environment. Topics may include adaptations that regulate and integrate water and energy balance, immune defenses adaptations that help organisms deal with disease challenges, and endocrine adaptations that help organisms deal with changes in their environment and that coordinate life-cycle events. Adaptations will be discussed within a comparative and integrative framework. Students will learn techniques to ask ecological physiology questions. Prerequisite, 100, or 101, or 102, or 115, or consent of instructor.

346 F Biochemistry.
The advanced study of biochemical pathways in living organisms, with emphasis given to gene regulation and metabolism of four major macromolecules: carbohydrates, lipids, proteins and nucleic acids. Includes in-depth discussion of contemporary developments in molecular biology and comprehensive training in molecular techniques. Three hours of class and three hours of laboratory. (Social, Structural, and Institutional Hierarchies.) Prerequisite, 100, or 101, or 102, or 115, and Chemistry 190, or consent of instructor. (Same as Biochemistry/Molecular Biology 346.) Chang.

352 F Scanning Electron Microscopy and X-Ray Microanalysis.
Theory, practice and application of the scanning electron microscope and energy dispersive X-ray microanalysis to selected research projects. Three hours of class and three hours of lab. Prerequisite, two laboratory courses in science. Open to juniors and seniors with consent of instructor. Maximum enrollment, 6. Bart.

355 F Molecular Methods in Microbial Ecology.
Research project based introduction to molecular methods for assessing the diversity and activity of microorganisms in natural and engineered environments. A workshop format class with emphasis on quantitative measurement of environmental variables in microbial habitats (environmental chemistry), diversity of microbial metabolic strategies, and DNA based characterization of bacterial and archaeal communities. Three hours of class. Required weekend field trip. Prerequisite, One semester of introductory Biology (100, 101, 102 or 115) and Chemistry 120 or 125, or consent of instructor. Maximum enrollment, 15. McCormick.

357 S Cellular Neurobiology.
A study of the fundamental functions of eukaryotic cells. The interrelationships of cellular structure and function, the cell cycle, protein trafficking and cellular communication will be examined through the study of neurons, the basic unit of the nervous system. Additional topics will include specialized activities of neurons. Three hours class and three hours of laboratory. Prerequisite, 100, or 101, or 102, or 115, or consent of instructor. (Same as Neuroscience 357.) Lehman.

373 S Conservation Biology.
Survey of the conservation of biological diversity from genes to populations to ecosystems. We will explore current ideas and literature in protecting, preserving and restoring biodiversity and ecosystem function. Discussion of ecological foundations, techniques to study conservation (e.g., technological, molecular, habitat restoration), and policy issues. We will examine causes of diversity loss such as habitat loss, and how conservation planning can help mitigate losses in the face of continuing anthropogenic pressures such as fragmentation, pollutants and climate change. (Proseminar.) Prerequisite, One laboratory science course. (Same as Environmental Studies 373.) Maximum enrollment, 16. C Briggs.

430 S Seminar in Animal Behavior.
Seminar in Animal Behavior. Advanced study of animal behavior from an evolutionary perspective. Topics include communication and signals, game theory and evolutionarily stable strategies, and the evolution of social behavior, mating systems, and reproductive behavior. Discussion of foundational readings and the primary literature. Prerequisite, Prerequisite Bio 237 or consent of instructor. Students must have Junior or Senior standing. Maximum enrollment, 20. Townsend.

[437] Seminar in Tropical Ecology.
In-depth study of basic and applied topics in tropical ecology including biodiversity and the structure and function of tropical ecosystems. Discussion of readings from the literature. Prerequisite, 237 or consent of instructor. Maximum enrollment, 20.

[443 S] Seminar in Bioinformatics.
Study of computer-based approaches to molecular investigations: sequence variation, molecular evolution, functional and comparative genomics, and computational biology. Both literature-based lecture and training on the use of bioinformatic software are included. Prerequisite, 100, or 101, or 102, or 115, or consent of instructor. Biology 215, 248 or 346 recommended. Maximum enrollment, 20.

[444 S] Seminar: Evolutionary Medicine.
An in-depth discussion of human diseases from an evolutionary perspective. Topics include proximate versus ultimate causation, reproduction, nutritional and metabolic adaptations, defense, behavior and social organization, evolutionary principles applied to medical practice. Three hours of discussion of papers and topics. Prerequisite, 100, or 101, or 102, or 115, or consent of instructor and Junior or Senior standing. Maximum enrollment, 20.

[451 S] Seminar in Global Change Ecology.
Study of the ecological, physiological, behavioral, and evolutionary responses of organisms to environmental change.

Current research on global climate change, changing species distributions, extinctions and invasions, emerging infectious diseases, urbanization, pollution, and mitigation potential will be explored. Discussion of readings from the literature. Prerequisite, 237 or consent of instructor. Next offered spring of 2020 Maximum enrollment, 20.

[453] Seminar in Ecotoxicology.
Study of the effects of toxins in the environment covering areas from the molecular to whole ecosystems. This course will examine how pollutants enter ecosystems, their fates, and their eventual effects. We will use primary literature discussions to examine the effects of specific pollutants and how we can deal with them. Prerequisite, 100, or 101, or 102, or 115 and Chemistry 120 or 125, or consent of instructor. Maximum enrollment, 20.

454 F Molecular Genetics.
An in-depth study of how genetic information is accurately transmitted and the consequences of mistakes in this process. Topics include mechanisms of chromosome segregation, chromosome and aneuploidy disorders, genetics of cancer, epigenetics, molecular mechanisms of genetic disease and gene therapy options. (Quantitative and Symbolic Reasoning.) Prerequisite, 100, or 101, or 102, or 115, and 248 or consent of instructor. Maximum enrollment, 20. Nannas.

550 F Senior Thesis I.
An intensive library and laboratory or field research project carried out in association with a faculty member. Prerequisite, acceptance by the department of a written proposal. Maximum enrollment, 6. The Department.

551 F,S Senior Thesis II.
Completion and presentation of the senior research project. Includes written and oral presentation. Prerequisite, 550. One-half credit. Maximum enrollment, 6. The Department.

552 F,S Senior Thesis III.
A continuation of the senior research project for a more in-depth study of special topics in biological research. Open to students whose project in 550 warrants additional investigation. To be taken concurrently with 551. Prerequisite, 550 and consent of instructor. One-half credit. The Department.

Chemical Physics

Faculty
Kristen Burson (Physics)
Farah Dawood (Chemistry)
Viva Horowitz (Physics)
Gordon Jones (Physics)
Adam Van Wynsberghe, *director* (Chemistry)

The departments of Chemistry and Physics jointly offer a concentration in chemical physics. The concentration consists of 10 courses in chemistry and physics, which include Chemistry 120 or 125, 190, 321 and 322; Physics 190, 195, 290 and 295. Students must also complete a course in research methods in one of the departments, either Chemistry 371 or Physics 390, followed by a Senior Project, chosen in consultation with the committee, in the appropriate department. To complete the college's Social, Structural, and Institutional Hierarchies requirement, students may fulfill either the Chemistry or Physics Department's criteria. Mathematics 113 and 116 are required for 200-level classes in physics and 300-level classes in chemistry. Honors in chemical physics is based on outstanding work in courses and in the Senior Project.

Chemistry

Faculty
Angela Blum (on leave fall 2019)
Karen Brewer, *chair*
Farah Dawood (on leave fall 2019)
Wesley Kramer
Max Majireck
Ian Rosenstein
Sarah Spisak
Adam Van Wynsberghe (on leave 2019-20)

Special Appointment
Greg Rahn

For the Class of 2019, a concentration in chemistry consists of nine courses: 120 or 125; 190; 255; 265 or 270; 321 or 322; 325; 371; one additional 300- or 400-level course; and 551. For the Class of 2020 and beyond, a concentration in chemistry consists of ten courses: 120 or 125; 190; 255; 265 or 270; 321 or 322; 325; 371; 348; one additional 300- or 400-level course; and 551. In addition, calculus through Math 116 and two semesters of physics (calculus-based physics recommended) are prerequisites for 321 and 322. Students who are considering a concentration in chemistry are strongly encouraged to enroll in 120 or 125 in their first semester.

We believe that our students need to be aware how historical contributions of underrepresented groups in science illuminate inequalities of opportunity to contribute to science and technology, that a diversity of perspectives are crucial to science when dealing with complex problems, that the impact of science is both local and global, and that science policy decisions are made in the real world in which biases might be hidden. Beginning with the Class of 2020 concentrators may satisfy the Social, Structural, and Institutional Hierarchies requirement by completing 348 in either their junior or senior year.

Students who plan to pursue graduate work or employment in chemistry or a related science are encouraged to satisfy the requirements for a degree certified by the American Chemical Society (ACS). In order to qualify for an ACS certified degree, students must take both 265 and 270, in addition to satisfying all other concentration requirements. Students who plan to attend graduate school in chemistry or chemically related fields are advised to take both 321 and 322. We invite all interested students to attend the departmental seminar series, which is a required part of 371, 551 and 552. Departmental honors are determined on the basis of distinguished coursework in chemistry (normally a minimum GPA of 3.5) and in the Senior Thesis.

A minor in chemistry consists of five courses, at least one of which must be at the 300-level or above. Chem 298 may not be counted towards satisfying the requirements for the minor. The minimum requirement in chemistry for preparation for medical school consists of 120 or 125; 190 and 255; and one additional course at the 200 level. Students who take Chem 270 as their additional 200-level course may also need to take Bio 346 to satisfy medical schools' Biochemistry requirement.

120 F Principles of Chemistry.
Exploration of the central principles and theories of chemistry including stoichiometry, thermodynamics, equilibrium, reaction kinetics, and molecular structure and bonding. For students intending to pursue post-graduate work in the Health Professions, this course satisfies the first semester of a one-year General Chemistry requirement. (Quantitative

and Symbolic Reasoning.) Three hours of lecture and three hours of laboratory. Brewer, Dawood.

125 F Principles of Chemistry: Fundamentals to Applications.
Intended for students with strong preparation in chemistry and high motivation, the course explores central principles in the context of current issues, including human health and the environment. Main topics include the unifying concepts in chemistry and their use to develop critical-thinking skills. A discovery-based lab component addresses analytical and chemical approaches to environmental chemistry and toxicology. For students intending to pursue post-graduate work in the Health Professions, this course satisfies the first semester of a one-year General Chemistry requirement. (Quantitative and Symbolic Reasoning.) Three hours of class and three hours of laboratory. Two years of high school chemistry or equivalent required. Registration is open to first-year students only. Upperclassmen may enroll with instructor's consent. Maximum enrollment, 24. Van Wynsberghe.

190 S Organic Chemistry I.
Structure and bonding of organic compounds and their acid-base properties, stereochemistry, introduction to reactions and reaction mechanisms of carbon compounds and the relationship of reactivity and structure. Three hours of class and four hours of laboratory. Prerequisite, 120 or 125. Blum, Majireck and I Rosenstein.

255 F Organic Chemistry II.
Chemistry of conjugated alkenes and aromatic and carbonyl compounds, emphasizing mechanism and synthesis; introduction to carbohydrate and amino acid chemistry. Three hours of class and four hours of laboratory. Prerequisite, 190. Blum, Majireck and I Rosenstein.

265 S Inorganic Chemistry and Materials.
Topics in inorganic chemistry, including periodicity and descriptive chemistry of the elements, electrochemistry, transition metal coordination chemistry, and the structure and properties of solid state materials. Laboratories emphasize synthesis and characterization of inorganic coordination compounds, electrochemistry, and inorganic materials. This course satisfies the second semester of a one-year General Chemistry requirement for post-graduate Health Professions programs. Prerequisite, 120 or 125. Three hours of lecture and three hours of laboratory. Brewer.

270 S Biological Chemistry.
A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates; biochemistry of enzyme catalysis; bioenergetics and regulatory mechanisms. Principles and techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function. This course satisfies the second semester of a one-year General Chemistry requirement for post-graduate Health Professions programs, however, this course might not also satisfy a Health Profession program's requirement for a course in Biochemistry. (Quantitative and Symbolic Reasoning.) Prerequisite, 190. Three hours of class and three hours of laboratory. (Same as Biochemistry/Molecular Biology 270 and Biology 270.) Blum and S Rosenstein.

298 F,S Chemistry Research.
Independent work in the research laboratory under supervision of a faculty member. Prerequisite, instructor's signature. May be repeated for credit, but not counted toward concentration or minor requirements. Students may count up to one credit of chemistry research toward graduation. One-quarter, one-half or one credit per semester. No senior concentrators. The Department.

[320 S] Biophysical Chemistry.
A study of the fundamental concepts and principles of physical chemistry applied to biological systems. Topics include the spectroscopy, thermodynamics and kinetics of proteins and other biomolecules, and the use of this knowledge to explain the physical basis of biochemical properties. Prerequisite, 270 and Mathematics 116. Physics 105, 195 or 205 is recommended. (Same as Biochemistry/Molecular Biology 320.)

321 F Physical Chemistry I.

A study of the fundamental concepts and principles of quantum chemistry. Topics include the fundamental postulates of quantum mechanics, the nature of the chemical bond, and applications of molecular quantum mechanics including spectroscopy and computational electronic structure methods. (Quantitative and Symbolic Reasoning.) Prerequisite, 125 or 190, Mathematics 116, Physics 105, 195 or 205. (Same as Biochemistry/Molecular Biology 321.) Dawood; Van Wynsberghe.

322 S Physical Chemistry II.
A study of the fundamental concepts and principles of thermodynamics and kinetics. Topics include statistical and classical thermodynamics, prediction of the direction and extent of chemical reactions, equilibrium, chemical kinetics, catalysis, and reaction rate theory. (Quantitative and Symbolic Reasoning.) Prerequisite, 125 or 190, Mathematics 116, Physics 105, 195 or 205. The department recommends that students take 321 prior to 322. Three hours of lecture. (Same as Biochemistry/Molecular Biology 322.) Dawood; Van Wynsberghe.

325 F,S Physical Methods for Chemical Analysis.
An integrated lecture-laboratory course in which students learn to design, build, and use instrumentation to study the physicochemical properties of atoms and molecules. Topics include the theory and practice of optical spectroscopy, thermochemical measurements of gases and condensed phases, and the measurement of reaction kinetics. Evaluations stress mastery of laboratory technique and communication of results with an emphasis on oral communication. Speaking-Intensive. One hour of lecture, three hours of laboratory. (Quantitative and Symbolic Reasoning.) (Speaking-Intensive.) Prerequisite, Must have taken or be concurrently enrolled in either Chem 321 or 322. Maximum enrollment, 12. Dawood; Van Wynsberghe.

348 S Science, Technology, and Society.
An examination of the assumptions, paradigms, and hierarchies embedded in science and technology using case studies. Evidence-based hypothesis testing and analysis will examine evidence pointing to the structure of hierarchies built into and from science and how those structures may result in inequalities for various groups participating in and affected by science and technology. Topics will vary but might include: gender and race disparities in STEM fields, broad effects of climate change or environmental crises, scientific and cultural contexts of nuclear and chemical weapons. (Social, Structural, and Institutional Hierarchies.) Prerequisite, Chemistry or physics concentrator. (Same as Physics 348.) Brewer and Brown.

360 F Organic Synthesis Toward Improved Human Health.
An investigation into the concepts of organic synthesis as applied to small molecule drug and probe development for the treatment and understanding of human disease. Emphasis will be placed on modern organic synthesis, medicinal chemistry, and chemical biology research aimed toward the realization of personalized therapeutics. The process of developing an original research proposal will be a primary mechanism to reinforce the concepts of this course. (Writing-intensive.) Prerequisite, Chem 255 (Chem 270 or Biology 346 strongly recommended.). Three hours of lecture. Maximum enrollment, 18. Majireck.

371 F,S Research Methods in Chemistry.
Development of research skills in chemistry through a semester-long intensive laboratory project. Emphasis on laboratory work focusing on advanced synthetic techniques and spectroscopic characterization. Scientific writing, oral presentation skills and use of the chemical literature are also stressed. Six hours of laboratory and one hour of class. (Writing-intensive.) Prerequisite, 265 or 270. Maximum enrollment, 12. The Department.

393 S Advanced Organic Chemistry I.
Spectroscopy and synthesis. Exploration of advanced techniques in spectroscopic identification of organic compounds, including mass spectrometry and two-dimensional NMR spectroscopy. Study of strategies for the synthesis of complex molecules with examples taken from the primary chemical literature. Offered in alternate years. Prerequisite, 255. Offered in alternate years. I Rosenstein.

[412 S] Advanced Organic Chemistry II.
Physical Organic Chemistry. Study of structure and bonding in organic compounds, stereochemistry and conformational analysis, the mechanisms of organic reactions and free radical chemistry with an emphasis on the exploration of experimental methods for probing reaction mechanisms. Taught primarily through readings from the primary literature. Prerequisite, 255. Offered in alternate years. Next offered in Spring 2020.

423 S Advanced Inorganic Chemistry.
Introduction to the chemical applications of group theory, including molecular structure and spectroscopy. Structure, bonding and reaction mechanisms of coordination and organometallic compounds with readings in the primary literature. Prerequisite, 321 or 322. Offered in alternate years. Brewer.

551/552 F,S Senior Project.
An intensive research project carried out in association with a faculty member, culminating in a thesis. Prerequisite, 371. Attendance at weekly departmental seminars is required. Candidates for honors should elect both 551 and 552. The Department.

Cinema and Media Studies

Program Committee
Katheryn Doran (Philosophy)
Martine Guyot-Bender (French)
Robert Knight (Art)
Scott MacDonald, *chair* (Art History)

Hamilton's Cinema and Media Studies Program offers opportunities to explore cinema and media history and theory through in-depth, broadly ranging exposure to pivotal contributions and accomplishments in media-making, as well as through hands-on creative experiences. The focus of the concentration is to develop critical perspectives on the aesthetics, structures, and impacts of visual representations and new media technologies.

A concentration in Cinema and Media Studies (CNMS) consists of ten courses: eight core courses and two electives. These core courses include CNMS 120 (this course satisfies the College's Social, Structural, and Institutional Hierarchies requirement) and CNMS 301; three courses on media or cinema history or genre: options include CNMS 106, 201, 215, 228, 245, 290, 310, 319, 330, and 421; at least one course in production: ART 116, ART 213, CNMS 335, THETR 105, THETR 130, THETR 212, THETR 213; one course in World Cinemas (see list below); and CNMS 500: senior seminar. Additionally, students take two electives chosen from the electives list below (or from the lists above).

All interdisciplinary majors require careful planning since courses depend on the offerings of individual departments and may change year by year.

Honors in CNMS is awarded to concentrators with at least a 3.7 average in the concentration and who complete 550 with a grade of at least A-.

Beginning with the class of 2019, a minor in Cinema and Media Studies comprises five courses: CNMS 120 and four core courses from the Theory/Genre list below.

Courses and Requirements
2 credits:
CNMS 120: Introduction to the History and Theory of Cinema
CNMS 301: Avant-Garde and Experimental Film: Cinema as Theory and Critique

3 credits in THEORY/GENRE: choose among the following courses
COMM 106: History of Communication
CNMS 201: Introduction to Digital Humanities
RELST 215: Religion in Film
PHIL 228: Philosophy and Film
MUSIC 245: Music in American Film
CNMS 290: Facing Reality: A History of Documentary Cinema
CNMS 291: Classic American Film Comedy
COMM 310: Journalism: History, Theory, and Practice
CNMS 330: Digital History and New Media: Theories and Praxis
RELST 321: Raging Gods: Scorsese and Coppola's Religious Films

1 credit in PRODUCTION from the following list:
THETR 105: Introduction to Theatre Production
ART 116: Introduction to Photography
THETR 130: Visual Storytelling
ASNST 218: Smart Films for a Smart World
THETR 212: Scene Design
ART 213: Introduction to Video
ART 221: Introduction to Animation
THETR 213: Lighting Design
ART 302: Advanced Photography
ART 313: Advanced Video
CNMS 335: Media and Production

(Production courses taken in programs abroad may fulfill this requirement.)

1 credit in WORLD CINEMAS from following list:
FRENCH 160: French Cinema
RSNST 169: Dreams, Visions and Nightmares: Introduction to Russian Film
CHNSE 160: Modern China through Film
LIT 230: Bollywood
JAPAN 356: Introduction to Japanese Film
CHNSE 380: Transcultural Chinese-Language Cinema and Hollywood

(taught in language of origin)
FRENCH 374: African Cinema (in French)
HSPST 223: Introduction to Hispanic Cinema (in Spanish)
HSPST 362: Literature on Film (in Spanish)
HSPST 371: Latin American History through Cinema (in Spanish)
FRENCH435: Picturing War (in French)
FRENCH428: Cinematographic Memory (in French)
CHNSE 450: Chinese Revolution through Film (in Chinese)

1 credit for Senior Seminar: CNMS 500

(1 credit for Senior Honors Project: CNMS 550)

2 credits ELECTIVES from the following list (or from the lists above):
LIT 118: Food in Literature and Film
CLASC 135: Film and the Classics
LIT 136: Performing Revenge
JAPN 160: Japanese Film, Animation, Literature
THETR 224: Playwriting
THETR 236: Outrageous Acts: Avant-Garde Theatre and Performance Art
JAPN 239: Modern Japan: Japanese Culture and Society From A (-Bomb) to (Dragon Ball) Z.
MUSIC 258: Opera
ANTHR 259: Digital Technology and Social Transformation
LIT 266: Modernisms
LIT 288: Show and Tell: Comics and Graphic Narratives
CNMS 291: American Film Comedy: Classic and Modern
ARTH 293: Modernism into Contemporary Art

ART 302: Advanced Photography
ART 313: Advanced Video
COMM 316: Digital Divisions: Race, Class, and Gender On-line
ARTH 319: Text and Image in Cinema
RELST 331: Holocaust Literature and Films
RELST 145: World Films, World Faiths
CNMS 349: The Garden in the Machine: Place in American Cinema
LIT 374: The Hollywood Novel
COMM 380: Social History of Advertising
LIT 435: Jane Austen—Text and Film

120 F Introduction to the History and Theory of Film.
A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience. (Same as Literature 120 and Art History 120.) MacDonald.

[125] Introduction to History and Theory of New Media.
What makes new media "new"? How do new media compare with, transform or incorporate earlier media? Examines the production, circulation, and reception of visual and sonic media, with emphasis on how consumers and artists shape the uses and values of media. Covers key issues raised by new media through close study of critical essays and creative texts. Examples of old and new media include the phonograph, radio, film, turntable, social networks, fantasy sports and gaming, podcast, MP3, Auto-Tune, hypertext literature and digital poetry. Open to first-year students and sophomores only. (Same as American Studies 125.) Maximum enrollment, 20.

130 F,S Introduction to Visual Studies.
Our world is saturated by images, from the screens that surround us to retinal projection, yet most of us struggle to interpret what we see. We are immersed in visual technologies that shape our behavior, from computer games to AR, yet few of us know how such technologies are created. The course introduces students to a critical examination of images both by tracing current visual technologies to their historical origins and by working with emerging technologies to produce such applied examples as: logo design, digital mapping, and 3-D modeling within the context of a Digital Studio component. (Proseminar.) (Same as Art History 130.) Maximum enrollment, 16. James Bloom.

[135 S] The Classics on Film.
A study of films reflecting ancient Greek and Roman themes, including westerns (such as Unforgiven and The Searchers), works of science fiction (such as Star Wars and Blade Runner), detective stories (such as The Maltese Falcon), and films explicitly based on Greek and Roman sources (such as Spartacus and O Brother, Where Art Thou). Classical texts will be juxtaposed with their film representations, there will be readings from modern writers on film and the classics, and attention will be given to the way in which films about the ancient world reflect the times in which they were made. (Same as Classics 135.)

201 S Introduction to Digital Humanities.
Introduction to the concepts, tools and methods of digital humanities through readings and various projects. Examines the impact of computing and technology on society in the U.S. and abroad: social and cultural implications of computing; social networking; thinking with/about computers; gaming; virtual/3D worlds; strategies for online research; building websites and evaluating electronic resources. (Writing-intensive.) Maximum enrollment, 18. Nieves.

[205] Video Game Nation.
Investigates how to critically interpret and analyze video games and the roles they play in visual and popular culture,

and how to test the application of these approaches to various issues in gaming and digital media culture more generally. Topics and themes include genre and aesthetics, the game industry, spectatorship, play, narrative, immersion, gender, race, militarism, violence and labor. (Writing-intensive.) (Same as American Studies 205.) Maximum enrollment, 18.

228 F Philosophy and Film.
Explores film through the lens of philosophy and conversely. Most philosophers agree that films illustrate philosophical problems, raise philosophical questions, or record philosophical arguments. But there is no such agreement on the more interesting question of whether films can also advance philosophical positions. We will focus on American social and institutional hierarchies. We will watch and examine movies that take up issues of race and racism, class and classism, and sex and sexism. And more. Students will be required to watch together one movie one evening every week. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, One course in philosophy or CNMS 120. (Same as Philosophy 228.) Maximum enrollment, 18. Doran.

290 S Facing Reality: A History of Documentary Cinema.
The history of cinema as representation and interpretation of "reality," focusing on nonfiction film and video from a variety of periods and geographic locales. Emphasis on the ways in which nonfiction films can subvert viewers" conventional expectations and their personal security. Forms to be discussed include the city symphony, ethnographic documentary, propaganda, nature film, direct cinema, cinéma vérité, the compilation film and personal documentary. (Same as Art History 290 and Literature 290.) MacDonald.

[291 S] American Film Comedy: Classic and Modern.
An exploration and analysis of major contributions to the history of American film comedy, from its origins in slapstick to the flowering of silent physical comedy in the 1910s and 20s (performer/directors Charlie Chaplin, Buster Keaton, Harold Lloyd); to the sophisticated comedy that dominated the early decades of sound (directors Ernst Lubitsch, George Cukor, Howard Hawks, Billy Wilder); to attempts in the 1960s and 70s to rethink comedy by commercial directors and independent filmmakers working "underground" (George Kuchar, John Waters); to recent work that has built on this tradition. (Same as Art History 291.)

301 F Avant Garde: Cinema as Theory and Critique.
A history of alternatives to commercial movies, focusing on surrealist and dadaist film, visual music, psychodrama, direct cinema, the film society movement, personal cinema, the New American Cinema, structuralism, Queer cinema, feminist cinema, minor cinema, recycled cinema and devotional cinema. While conventional entertainment films use the novel, the short story and the stage drama as their primary instigations, experimental and avant-garde films are analogous to music, poetry, painting, sculpture and collage. Not open to first-year students. (Same as Art History 301 and Literature 301.) MacDonald.

[325 S] Media Theory and Visual Culture.
We are bombarded with images, in myriad forms, on a daily basis. How do we interpret and analyze them? What is the relationship between an online advertisement for a movie and the movie itself, between a television program and a video game? An overview of contemporary media theory as it relates to visual culture in the 21st century. Readings will include seminal works in psychoanalytic theory, cultural studies, semiotics, postmodern theory, new media studies and visual studies. (Same as American Studies 325.) Maximum enrollment, 12.

[330] Digital History and New Media: Theories and Praxis.
Focuses on the process of creating digital history and the impact of digital media technologies on the theory and practice of U.S. history and critical race theory, broadly defined. Readings, labs/workshops and discussions address the philosophy and practice of digital history, questioning how digital tools and resources are enabling and transforming analysis both in traditional print scholarship, and in emerging digital scholarship across the humanities. (Same as American Studies 330 and Africana Studies 330.) Maximum enrollment, 12.

335 F Media and Production.
Students in this course will produce digital media projects that explore the aesthetic, educational, and technological issues of using media to communicate human experience. They will learn how to make choices that reflect the history of audiovisual media production in combination with convergent digital culture and their own creative ideas. Students will engage the language of film, the functions of scripts and storyboards, and production management. They will understand the conceptual underpinnings of multimedia technologies and use of digital technologies and equipment. Prerequisite, ARTH/CNMS/CPLIT 120, Art 213, or permission of instructor. This class has a humanities working lab session requirement. Maximum enrollment, 20. Janet Simons.

[350] Gender and Cyberculture.
Explores critical approaches to media through the intersection of gender and the technological imaginary. Investigates how the production, use and circulation of digital media affect notions of representation, identity, the body and consciousness. Close visual and textual analysis of the ways writers, artists and theorists have conceived these issues. (Same as American Studies 350.) Maximum enrollment, 20.

365 S Major Figures in Cinema.
Focus on crucial contributors to the wide world of cinema. The work of one, two, or three particular filmmakers, each from a different sector of the geography of cinema, will be examined in detail. Prerequisite, ARTH/CNMS/CPLIT 120; or ARTH/CNMS/CPLIT 290; or ARTH/CNMS/CPLIT 301; or permission of the instructor. (Same as Art History 365 and Literature 365.) MacDonald.

500 F Senior Seminar in Cinema and Media Studies.
Exploration and discussion of topics that relate to both cinema studies and media studies. Students will deepen their understanding through individually-designed research projects, peer reviews and workshops. This seminar will be taught by the director of the Cinema and Media Studies program with collaboration from other faculty in CMS. Students who achieve a grade of 88 or better will be encouraged to pursue an honors project. Prerequisite, Consent of Instructor. (required for Senior Concentrators in the Fall Semester) Maximum enrollment, 12. Nieves.

550 F,S Senior Honors Project.
The Senior Honors project in Cinema and Media studies allows students the opportunity to demonstrate independence, maturity and mastery as emerging scholars and/or media producers. Honors projects require a written proposal or abstract with an annotated bibliography signed by the student's proposed advisor. The director in consultation with the CMS faculty will approve proposals and assign a second faculty member to the student's advisory committee. Prerequisite, Consent of Instructor. Maximum enrollment, 12. Nieves.

Classics

Faculty
Anne Feltovich
Debra Freas
Shelley Haley, *chair*
Amy Koenig
Jesse Weiner (on leave 2019-20)

Classics is the study of the languages and civilizations of ancient Greece and Rome, as well as of related civilizations, both ancient and modern. The department offers courses in ancient Greek and Latin and also in classical studies, where no knowledge of Latin or Greek is required. Students wishing to concentrate or minor in classics may take one of two directions.

A concentration in classical languages, which emphasizes work in Latin and Greek as keys to understanding the ancient world, requires a minimum of ten full-credit courses. Four of those courses, at least two of which must be numbered 300 or above, should be in one of the two languages; and three of them, at least one of which must be numbered 300 or above, should be in the other. Two courses in classical studies, in addition to 550, the Senior Project, are also required. (With the approval of the department, exemptions to these requirements may be made for students who come to Hamilton with substantial preparation in Latin or Greek.) Students concentrating in classical languages are also required to complete at least one course each year in Greek or Latin. Because the language concentration requires substantial accomplishment in both Greek and Latin, prospective concentrators entering the College with no knowledge of those languages should make an immediate start with the prerequisite 100- and 200-level courses.

A concentration in classical studies, which offers a study of ancient Greece and Rome with emphasis on only one of the languages, requires a minimum of ten full-credit courses. Six of those courses should be in classical studies, at least four of them numbered 200 or above and at least one numbered 300 or above. Two courses in either Greek or Latin are required, one of which must be numbered 300 or above, along with 550, the Senior Project. (With the approval of the department, certain courses in Greek or Latin may be substituted for classical studies courses). In addition, students concentrating in classical studies must complete at least one course each year in classical studies, Greek or Latin.

Hamilton is a member of the Intercollegiate Center for Classical Studies in Rome (the Centro) and of the American School of Classical Studies in Athens. Many students have also attended other programs in Rome and Athens. Concentrators and other students trained in Latin or Greek are encouraged to spend one or two semesters of their junior year in a program in Greece or Rome or in another suitable program abroad. Interested students should note that admission to the Intercollegiate Center and the American School is competitive and that preparation in Latin or Greek, and sometimes both, is an important factor in determining admission.

Hamilton's distinguished tradition in classics ensures that funds are available from numerous awards earmarked for classics students, especially for students who continue with Greek or Latin, or who choose to do graduate work in Greek.

Students who have earned an A- (3.67) average in the concentration may receive honors by earning a grade of A- in the Senior Seminar. A description of the program may be obtained from any member of the classics faculty.

A minor in classical languages requires at least two courses numbered 300 or above in Latin or Greek, as well as two courses in classical studies, one of which must be numbered 200 or above. Because the language minor requires

advanced work in either Latin or Greek, interested students entering the College without either of those languages should make an early start with the prerequisite 100- and 200-level courses.

A minor in classical studies requires a minimum of five classical studies courses, three of which must be numbered 200 or above, with at least one numbered 300 or above, and one year of college Latin or Greek or a grade of B or higher in a 200- or 300-level course in Latin or Greek.

Beginning with the class of 2020, students concentrating in Classics will satisfy the Social, Structural, and Institutional Hierarchies Requirement by completing coursework in any of the following courses: Classical Studies 205 (Pompeii), 280 (Ancient Comedy), 325 (Sexuality and Gender in Greece and Rome), 335 (Re-imagining the Classics), 372W (Unravelling Cleopatra), or 374W (Ancient Egypt).

Classical Studies

[105 F] Classical Mythology.
An introduction to ancient mythology through readings from sources such as Gilgamesh, Egyptian mythology, Homer, Hesiod, Greek tragedy, Herodotus, Livy, Ovid and contemporary mythmakers. Origins, creation myths, divinities and heroes, and mystery religions. Open to first-year students only. Maximum enrollment, 16.

[115] The Civilizations of Greece and the Near East.
An introduction to the legacy of ancient Greece and the Near East through the study of history, literature, philosophy and art. (Same as History 115.)

120 F Roman Civilization.
An introduction to the history and culture of ancient Rome. Stress on social history and basic skills in the study of history. (Same as History 120.)

[130] Socrates, Cleopatra and the Caesars.
An introduction to classical studies and the ancient Mediterranean world that focuses on some pivotal figures. Consideration of the multiple facets of ancient Mediterranean society and culture, including multiculturalism, race, class and gender. Attention to literature, art, religion, philosophy and history. Readings from ancient and modern sources, and films dealing with the world of the ancient Greeks and Romans. Not open to students who have taken Classics 100.

[135 S] The Classics on Film.
A study of films reflecting ancient Greek and Roman themes, including westerns (such as Unforgiven and The Searchers), works of science fiction (such as Star Wars and Blade Runner), detective stories (such as The Maltese Falcon), and films explicitly based on Greek and Roman sources (such as Spartacus and O Brother, Where Art Thou). Classical texts will be juxtaposed with their film representations, there will be readings from modern writers on film and the classics, and attention will be given to the way in which films about the ancient world reflect the times in which they were made. (Same as Cinema and Media Studies 135.)

[140] Women in the Ancient Mediterranean World.
An introduction to the roles of women in the ancient world through various sources: history, art and archaeology, law, literature and medicine. Covers the period from Egypt to early and classical Greece and down to the Roman empire, and traces the shifts in attitudes during these periods. (Same as Women's and Gender Studies 140.)

201 F History of Ancient Western Philosophy.
A study of the philosophical classics from early Greek times to the Renaissance. Emphasis on Plato and Aristotle.

(Same as Philosophy 201.) Clark.

[205 S] Pompeii.
Provides an interdisciplinary introduction to the field of classical studies, focused through the Roman site of Pompeii and the eruption of Vesuvius in 70 CE. Through Pompeii, its destruction, and its remarkable level of preservation, we will study the art, architecture, archaeology, literature, philosophy, religion, history, daily life, sexuality, food, and social structures of Rome, as well as the place of Rome in the modern imagination. Students will gain a comprehensive overview of the many approaches and sub-disciplines represented within classical studies.

208 S Greek and Roman Medicine.
A study of the medical theories and practices of ancient Greece and Rome, their later influence, and their relationship with the literature, philosophy and culture of their surrounding societies. We will explore the development of medicine as a discipline in classical antiquity; analyze the evidence that survives for these medical traditions, with particular attention to the Hippocratic Corpus and the work of Galen; and consider points of intersection between issues raised in ancient texts and the concerns of modern medical practitioners. (Writing-intensive.) Maximum enrollment, 18. Koenig.

[225 S] Atoms, Gods and Monsters: Lucretius and His Legacy.
This course investigates the enduring influence of Lucretius' poetry and philosophy in Western culture and religious thought. Lucretius was a Roman poet whose On the Nature of Things expounds Epicurean physics, cosmology, and ethics. Lucretius teaches that atomistic physics govern the universe and all its phenomena. This radical atheistic materialism challenged the religious, social, and political values of Rome while pushing the boundaries of science and poetry. Lucretius' controversial influence spans atomic physics to evolutionary biology to Botticelli to Thomas Jefferson to Frankenstein.

235 S Greek Archaeology: A Look At the Past.
A study of major archaeological excavations and material remains of ancient Greece from the Bronze Age through the Hellenistic Period, with particular attention to the relationship between material remains and political and cultural history. Examines the exchange of archaeological and artistic influences with contemporary cultures of Europe, Africa and Asia. Feltovich.

240 F Classical Mythology.
An examination and discussion of the myths of ancient Egypt, Greece and Rome, with particular focus on the reception of these myths in the literature, art, intellectual traditions and social issues of contemporary societies and analysis of how these myths continue to enrich our culture today. The Department.

[242] The Classical Tradition in American Political Life: Cicero, Hamilton, Jefferson and the Making of the Republic.
A study of ancient Greek and Roman influences on the creation of the United States, with special attention to the influence of Cicero and the rivalry between Alexander Hamilton and Thomas Jefferson. Readings include biographies of and writings by all three figures. (American Politics) (Same as Government 242.)

[244 F] Tragedy: Then and Now.
How did Greek tragedy work in the city of Athens? Athens was a radical democracy but was based on slave labor and the exclusion of women. How is this implied contradiction displayed in the works of Aeschylus, Sophocles, Euripides? But tragedy also has contemporary life. How do these plays transcend their time of production? An opportunity to examine relations of gods/humans, fate/choice, as well as gender, class/ethnicity and sexuality. Readings to include works by Seneca, Racine, Sartre, O'Neill, Heaney, Fugard. (Genre) (Same as Literature 244 and Theatre 244.)

[250 S] Heroism Ancient and Modern.
An examination of ancient and modern views of the hero. Consideration of Homer's *Iliad* and *Odyssey*, Vergil's *Aeneid*, modern works such as Voltaire's *Candide* and films such as *Shane*, *The Maltese Falcon, Blade Runner, Joan the Maid*

and the *Star Wars* series.

[260] Power and Corruption in Ancient Rome.
An examination of personal and political corruption in ancient Rome, with particular attention to the manner in which it is depicted by writers such as Sallust, Livy, Horace, Tacitus and Juvenal. Some attention to depictions of corruption in modern America, especially to Robert Caro's portrayals of Robert Moses and Lyndon Johnson.

262 S Greece, Rome, and the Mediterranean.
Traditionally we have studied ancient Greece and Rome in isolation from the surrounding world, as places that shaped the beginnings of "western" civilization. This course takes a broader view. We shall explore the ancient Mediterranean as a place of dynamic interaction from the Levant though Egypt, North Africa, Greece, Italy, and the islands in between. Far from standing in isolation, the arts of ancient Greece and Rome participated in these transnational cultural networks. (Writing-intensive.) (Same as Art History 262.) Maximum enrollment, 18. McEnroe.

[280 S] Ancient Comedy.
Readings of Greek and Roman comedies in English translation: Aristophanes, Plautus, Terence, Lucian, Apuleius, mime. Discussions of why and for whom comedy is funny, comedic perspective, theories of humor, roles of women and slaves in comedy, cultural values, themes and plots, history of comedy, staging and theatrical technique. May also include class production of a play. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Same as Theatre 280.) Maximum enrollment, 18.

[286 S] The Byzantine Empire.
For more than 1000 years following the breakup of the Western Roman Empire, the Eastern Roman, or Byzantine, Empire, with its capital at Constantinople, preserved the legacy of imperial Rome in the medieval Mediterranean. This lecture-discussion course will explore the history of the Byzantine Empire, from the reign of Constantine the Great (ca. 330) to the fall of Constantinople to the Ottoman Turks in 1453. Religious, social, and political developments will be considered, along with medieval Greek contributions to the economy and culture of the wider Mediterranean world. (Same as History 286.)

[320] The Romans on Film.
Critical examination of films such as *Spartacus, Julius Caesar, The Last Temptation of Christ, Ben Hur, I Claudius, Fellini Satyricon, The Fall of the Roman Empire* and *Gladiator*. Readings from ancient writers such as Plutarch, Tacitus and Suetonius, as well as from selected modern sources. Prerequisite, one course in Latin, Greek or classical studies.

325 S Sexuality and Gender in Greece and Rome.
This course examines issues of sex, sexuality, and gender in the ancient societies of Greece and Rome through the study of literature, art, sociology, and science. We will investigate the representation of gender cross-culturally over time to learn what we know, and what we can't know, about the lives of ancient men and women, their interaction, communication and their roles in culture and society. Particular attention will be given to the lives of women, whose voices are often underrepresented in Greek and Roman literature and historical records. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, 1 course in Classics or Women's Studies. (Same as Women's and Gender Studies 325.) Maximum enrollment, 18. Jesse Weiner.

335 Re-Imagining the Classics.
Investigates how, and why, ancient Greek and Roman literature and art has influenced the history of literature, art and ideas since antiquity, with special emphasis upon comparing post-classical texts, artwork and performances with their classical sources of inspiration and provocation. Topics and readings vary according to the focus of the course in a given semester. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, one course in Latin, Greek or classical studies, or consent of instructor. Maximum enrollment, 18. Weiner, J.

[350] Ethics and Politics in Ancient Greece and Rome.
A study of Greek and Roman attitudes toward the question of private and public behavior, concentrating on such topics as the meaning of success, the use of power, the function of language in political life, the relationship between the individual and the state, and the role of the state in regulating behavior. Contemporary applications. Readings from Thucydides, Plato, Aristotle, Cicero, Sallust and Tacitus. Prerequisite, one course in Latin, Greek, classical studies, political theory, philosophy or consent of instructor.

[372 F] Unraveling Cleopatra.
Cleopatra was a witness to and a shaper of the history of ancient Egypt and the late Roman Republic. To posterity the historical Cleopatra is an enigma, but her image in film, literature, art and popular culture is ever present. Through authors such as Horace, Plutarch, Shakespeare and George Bernard Shaw and through cinematic treatments from the 1940s-1970s, explores how the historical figure of Cleopatra became both the signifier and embodiment of sexual and racial politics across historical periods. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, one course in classical studies or Africana studies. (Same as Africana Studies 372 and Women's and Gender Studies 372.) Maximum enrollment, 18.

[374] Ancient Egypt.
A study of the history of ancient Egypt and of its interaction with other ancient African kingdoms, including Nubia, Kush and Punt. Examination of Egypt's prehistory, language, social and gender relations, and cultural development. (Writing-intensive.) Prerequisite, One Classical Studies or Africana Studies course. (Same as Africana Studies 374.) Maximum enrollment, 18.

550 S Senior Seminar.
Topics to be arranged. Open only to senior concentrators. Maximum enrollment, 12. Gold.

Greek
110 S Elementary Greek I.
An introduction to the language and culture of Greece and the ancient Mediterranean. Thorough grounding in the grammar, syntax and vocabulary of ancient Greek. Reading and discussion of elementary passages from classical or New Testament Greek that cast light on ancient Mediterranean society and culture. For those with no previous knowledge of Greek. (Proseminar.) Three class meetings a week, in addition to a drill session. Maximum enrollment, 16. Feltovich.

120 F Elementary Greek II.
Continuation of Greek 110. Further study of grammar, syntax and vocabulary, accompanied by reading and discussion of passages from classical or New Testament Greek that cast light on ancient Mediterranean society and culture. For students who have completed Greek 110 or those who have had some Greek but require review. (Proseminar.) Three class meetings a week, in addition to a drill session. Maximum enrollment, 16. Weiner.

210 S Intermediate Greek: The World of Greece and the Ancient Mediterranean.
Reading and discussion, with grammar review, of intermediate-level passages from classical, Hellenistic or New Testament Greek selected to illuminate the history, society and culture of Greece and the ancient Mediterranean. Readings from the New Testament and from writers such as Xenophon and Lucian. Prerequisite, knowledge of elementary Greek. Haley.

340 S Homer and the Greek Hero.
Reading from Homer's *Iliad* and *Odyssey* in the original Greek. Consideration of the Greek concept of heroism and the role of epic poetry, with attention to the society and culture of the Homeric world. Prerequisite, any 200 or 300 level

Greek course. Haley.

[350] The Greek Historians.
The story of ancient Greece as told in the words of the Greeks themselves. Readings, in the original Greek, from Herodotus, Thucydides and Xenophon. Attention to the wider issues of ancient Mediterranean society and culture. Prerequisite, any 200 or 300 level Greek course.

360 F Greek Drama.
Readings, in the original Greek, from the tragedians Aeschylus, Sophocles and Euripides and from the comic playwrights Aristophanes and Menander. Attention to matters such as the role of women and slaves, social and cultural values, and theories of tragedy and comedy. Prerequisite, any 200 or 300 level Greek course.

390 S Topics in Ancient Greek Society and Culture.
Reading and discussion of original Greek texts that cast light on the history, society and culture of Greece and the ancient Mediterranean. Authors and topics vary; may be repeated for credit. Prerequisite, any 200 or 300 level Greek course.

Latin

110 F Elementary Latin I.
An introduction to the language and culture of ancient Rome. Thorough grounding in Latin grammar, syntax and vocabulary. Reading and discussion of elementary passages that cast light on the society and culture of ancient Rome and its empire. No knowledge of Latin required. Three class meetings a week, in addition to a drill session. Gold.

120 S Elementary Latin II.
Continuation of Latin 110. Further study of grammar, syntax and vocabulary, accompanied by reading and discussion of passages that cast light on the society and culture of ancient Rome and its empire. For students who have completed Latin 110 or those who have had some Latin but require review. Three class meetings a week, in addition to a drill session. Gold.

210 F Intermediate Latin: The World of Ancient Rome.
Reading and discussion, with grammar review, of intermediate-level Latin passages selected to illuminate the history, society and culture of ancient Rome and its empire. Readings from writers such as Caesar, Cicero, Sallust, Catullus, Ovid and Martial. Prerequisite, knowledge of elementary Latin. Feltovich.

340 S The Roman Hero.
Readings, in the original Latin, from Vergil's *Aeneid* and other Roman epics. Consideration of the nature of heroism and epic poetry, with attention to the history, society and culture of the Roman world. Prerequisite, any 200 or 300 level Latin course. Gold.

[350 S] The Roman Historians.
The story of ancient Rome and its empire as told in the words of the Romans themselves. Readings, in the original Latin, from Sallust, Livy, Tacitus and other historians. Prerequisite, any 200 or 300 level Latin course.

360 F The Literature of Love and Desire.
Readings, in the original Latin, from the love poetry of Catullus, Horace, Tibullus, Propertius and Ovid. Attention to Greek influences on Roman love poetry, to its Roman context and to the Roman influence of subsequent notions of love and erotic poetry. Prerequisite, any 200 or 300 level Latin course.

[370] Letters, Society and History.
Readings, in the original Latin, from the letters of such writers as Cicero, Pliny and Seneca. Attention to the ways in which those letters cast light on Roman society and the movement of history. Prerequisite, knowledge of intermediate Latin.

390 S Topics in Roman Society and Culture.
Reading and discussion of original Latin texts that cast light on the history, society and culture of Rome and the ancient Mediterranean. Authors and topics vary; may be repeated for credit. Prerequisite, any 200 or 300 level Latin course.

College Courses and Seminars

College Courses are interdisciplinary or substantially outside the continuing curriculum of any department or program, and are normally team-taught or taught within an integrated cluster of related courses. College Courses provide opportunities for students to present their work to a larger audience during the semester.

101 S Special Topics in Leadership: Levitt Leadership Initiative Commitment Project Lab.
This course extends content taught in the Levitt Leadership Initiative (LLI) through expanded coverage of organizational and team leadership processes. Ongoing study of leadership theory in practice is offered. Study and use of appropriate design, development, implementation, and evaluation protocols is offered. Culminating activity is the implementation of students' Commitment Project Proposals into actionable ventures in the local or larger community. Prerequisite, Enrollment restricted to Levitt Leadership Initiative participants. Quarter credit. Maximum enrollment, 12. Susan Mason.

105 S A World of Impending Disaster.
Explores natural hazards, both modern and historical, and their effect on humanity. The course seeks to provide students with an accurate data-driven framework for understanding catastrophes of a non-human origin while contrasting scientific with media accounts of these disasters. Investigates geologic, hydrologic, celestial, and biological hazards, and their impact on society; will contrast quantitative and qualitative reports, including government data, accounts in popular media, and scientific reports. Course culminates in a research project on a particular disaster. (Quantitative and Symbolic Reasoning.) (Proseminar.) Prerequisite, One year of high school algebra. Maximum enrollment, 16. Ben Smith.

110 S Special Topics in Leadership: Leadership Experience and Preparation (LEAP) for First-Year Students.
Designed for first-year students to explore and apply leadership practices within our College community from interdisciplinary perspectives, e.g. humanities, sciences, arts, and social sciences. Using readings, guest lectures, peer tutors, and projects, students learn about their personal leadership styles and pursue activities that will connect them with other first-year students across diverse academic and co-curricular interests. Topics addressed include: self-awareness, individual and group communication and networking approaches within the Hamilton Community. (Proseminar.) Only open to first-year students. Grading satisfactory/unsatisfactory. Quarter credit. Maximum enrollment, 16. Mason.

204 S Narrating "Natural" Disaster in the US.
This course explores the stories that get told (and those that don't) about natural disasters, who tells those stories, and for what purposes. Focusing on 21st century catastrophes—both within and beyond U.S. borders—such as Hurricanes Katrina,and Maria, the Haiti earthquake, the Greensburg,KS tornado;the Indian Ocean tsunami;and the Fukushima Daiichi nuclear disaster,we will analyze how disaster narratives are shaped by race, class, economic and financial considerations, bureaucracies, science, technology, news media, and attempts to define America as a nation, a society, and a culture. (Writing-intensive.) (Same as Communication 204.) Maximum enrollment, 18. Jennifer Ambrose.

217 F Beyond speeches: Genres of oral communication.
Oral communication is much more than political speeches or boardroom presentations. This course explores genres of oral communication as they vary across disciplines and contexts, while also considering how technology has impacted the ways in which people express themselves. By examining the development and use of oral communication approaches, students will develop a deeper understanding of the constraints and opportunities offered by various genres of communication. (Speaking-Intensive.) (Same as Communication 217.) Maximum enrollment, 20. Amy Gaffney.

220 F,S Forever Wild: The Cultural and Natural Histories of the Adirondack Park.
Study of America's largest inhabited wilderness. Survey of natural and cultural histories of the park and examination of ecological, political and social issues. Study of literary, scientific, historical and political texts. Exploration of environmental issues such as acid rain, development and land-use, predator re-introduction and population controls. Prerequisite, one course in literature, biology, geology or environmental studies. May count toward a concentration in environmental studies. Field trip required. Open to sophomores, juniors and seniors in the fall. Oral Presentations. Writing-intensive (Spring). (Same as Environmental Studies 220.) Maximum enrollment, 16. Oerlemans (fall), Teerie (spring).

[223 S] Gender and Violence in the Middle Ages.
An introduction to the field of medieval and renaissance studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history and art, examines the intersection of ideas about the body, gender and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc. Prerequisite, one 100-level course in literature or history, or AP 4 or 5 in English or History. (Same as Literature 223.) Maximum enrollment, 24.

[225 F] Nature, Art, or Mathematics?.
How do humans perceive or impose patterns onto the natural world and onto their lives? What is "really" out there and how do we describe it? An examination of chaos theory, fractal geometry, landscape architecture, and theories of tragedy in relation to Tom Stoppards's play *Arcadia*. Prerequisite, any course in literature, mathematics or theatre. Maximum enrollment, 24.

[229 F,S] The American Founding: Ideals and Reality.
An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America. Prerequisite, Government 117, Philosophy 117 or a 100-level course in history. May count toward a concentration in either history or government. Not open to students who have taken History 240 or 374. (Political Theory) (Same as History 229 and Government 229.) Maximum enrollment, 24.

[236 F] Thought for Food: The Culture and Politics of Food.
A multi-disciplinary approach to study of the food system. Examination of the origins of culinary traditions, contemporary politics of the food movement, the GMO debate, food sovereignty, hunger and food security, and Slow Food. Laboratory sessions include activities in the Community Farm, tastings, and cooking instruction with the college. (Same as Environmental Studies 236.) Maximum enrollment, 12.

237 S Food for Thought Introduction to the Science of Food.
An interdisciplinary exploration of food with focus on nutrition biology of food and food science; the history of food and contemporary issues related to food production and the food industry. Tastings, films, gardening. (Proseminar.) Prerequisite, one course in Biology or Chemistry. (Same as Environmental Studies 237.) Maximum enrollment, 16. J Townsend.

[258 S] Opera.
Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo*, *The Marriage of Figaro*, *Otello*, *The Turn of the Screw* and *Candide*. Prerequisite, two courses in literature or two in music or one in each field, or consent of instructors. Maximum enrollment, 12.

[260 F] Leadership: Theories and Practices.
This course offers an introduction to the basic theories, concepts, methods, and practices of leadership in all types of organizational cultures and settings. Review and critical evaluation of classical and emerging theories of leadership is offered. Emphasis is placed on the impact and influence of power, ethics, public discourses, and technology on 21st century leadership strategies and practices. Maximum enrollment, 20.

340 S Ethnography of Leadership in Organizations.
Study and investigation of organizational leadership theories and practices from a liberal education standpoint. Specific attention to how organizational culture, ethics, and communications systems influence leadership practices and decision-making processes. Review of contemporary leadership models that address diversity, globalization, transformational leadership, change dynamics, and uses of power. Prerequisite, Minimum overall GPA of 2.5. Open to students who successfully complete Levitt Leadership Institute (LLI) week one or an equivalent experience. LLI students conduct their field study projects during LLI week two in Washington, DC. Other students must gain approval for their field study project and document a 30 hour field study placement within an organization. Permission of instructor. Maximum enrollment, 12. S Mason.

370 F Wilderness, Culture, Science: Reading the Adirondacks (Intensive Seminar, Adirondack Program).
The place we know as the "Adirondacks" is produced by a process of reading and inscribing across multiple disciplines, perspectives, and eras. Legal, political, literary, and scientific texts—from the 19th Century to the present—all help to define, frame, and regulate our understandings and use of this vast local wilderness. Students will examine such texts in situ for their ability to deepen and complicate our sense of wilderness and place. Students will also produce their own critical and creative writing to explore how their visions can transform the landscape of this complex resource. This credit is discipline-specific in its credit bearing designation, in accordance with the Faculty-in-Residence's home department or program or by permission from the student's major/minor department or program. Maximum enrollment, 20. Onno Oerlemans.

371 F Stewardship and Sustainability in the Adirondack Park (Common Experience Seminar, Adirondack Program).
This Common Experience Seminar is an interdisciplinary course taught jointly by several faculty members and guest speakers in consultation with the Faculty-in-Residence and General Director, and is designated as a College Course. This course focuses on a particular shared topic or issue over a three-to five-year span (e.g. "stewardship and sustainability"), in order to introduce students to the diverse and intersecting issues at play in the Adirondacks through expert voices from around the Park and to showcase how the research and interests of current Hamilton faculty speak to, reflect and inform these issues. Does not count toward Concentration. Maximum enrollment, 20. TBA.

372 F Field Component, Adirondack Program.
The field component allows for practical applications of the theories and methodological approaches that students will be studying in their two seminars during the Adirondack semester. Structured readings will accompany the field work/research, and a final project and/or presentation will be required for completion of this credit. Does not count toward Concentration. Maximum enrollment, 20. Janelle A Schwartz, in consulation with a variety of organizations within the Adirondack Park.

373 F Independent Capstone Project, Adirondack Program.
The independent capstone project is a culminating project to be determined by individual students, or students working in small groups, in consultation with the Faculty-in-Residence and General Director. The capstone project will demonstrate the knowledge and skills acquired during the students' semester study in the Adirondack Park within a framework of real world perspectives and possible career paths. This credit will require a cumulative project and/or presentation for completion. This credit is discipline-specific in its credit bearing designation, in accordance with the Faculty-in-Residence's home department or program or by permission from the student's major/minor department or program. Maximum enrollment, 20. Faculty-in-Residence and Janelle A Schwartz.

395 F,S Hamilton in New York City: Special Topic.
Topic changes each term to reflect the discipline of the director of the Program in New York City. For a more specific description, see www.hamilton.edu/academics/programs_abroad/nyc/. May count toward the concentration in the department or program of the director. Open only to program participants. Maximum enrollment, 16. The Faculty.

396 F,S Hamilton in New York City: Independent Research.
An independent study supervised by the director of the Program in New York City and based on an internship and additional research. For a more specific description, see www.hamilton.edu/academics/programs_abroad/nyc/. May count toward the concentration in the department or program of the director. Open only to program participants. Maximum enrollment, 16. The Faculty.

397 F,S Hamilton in New York City: Internship.
Internship with firm, organization, agency or advocacy group appropriate to the theme of the semester. For more information, see www.hamilton.edu/academics/programs_abroad/nyc/. Does not count toward concentration credit. Open only to program participants. Maximum enrollment, 16. The Faculty.

398 F,S Hamilton In New York City: Seminar in Global Processes.
Foundational course of the Program in New York City. Perspectives on the influence of global markets, transnational culture and political forces on contemporary life. Organized around readings, student debates, guest discussion leaders and field trips within New York City.For more information, see www.hamilton.edu/academics/programs_abroad/nyc/. Does not count toward concentration credit. Open only to program participants. Maximum enrollment, 16. The Faculty.

Communication

Faculty
Theo Mazumdar

Due to changes in faculty staffing, new declarations for minors are not currently being accepted. The mission of the Communication Department is to ensure that students are critically aware of the ways in which communication technologies inevitably alter interpersonal and social environments.

Courses in communication examine the ways people use various communication technologies—ranging from mobile devices to social media—to maintain relationships, create community, express identity, and understand their place in the world.

We are interested in exploring the varied ways in which the digital revolution alters how we talk and what counts as conversation. Have you ever considered how our awareness of privacy, identity and community are being altered by the ubiquitous screen? Or have you considered how different your friend networks are as a consequence of social media?

Whatever your intellectual interests or career goals, knowing more about communication will help you recognize and respond to the complexities of your social world.

Courses are designed to prepare students for the demands of civic engagement beyond the classroom. That means the study of communication links key theories to examples that illustrate why those theories are useful. Whether one is interested in politics, public service, art and design, or community service, a theoretical understanding of the ways in which communication technologies implicitly shape our social and personal perspectives may enhance your engagement in the world beyond the classroom.

Learning goals for the curriculum include:
1. To critically investigate the diverse ways in which information technologies can alter the human communication environment.
2. To understand the complex ways in which concerns with communication cannot be separated from ethical concerns.
3. To discern how interpersonal communication is fundamentally different from the varied forms of mediated communication.

A minor in communication consists of five communication courses: 101, and four additional courses (two of which must be at the 300 level or above). The department is dedicated to helping students discern the connections between the study of communication and their major research focus.

101 F Introduction to Communication.
An introduction to the fundamental questions of the discipline. Investigates the role of symbolic communication, the essential features of interpersonal communication and group process, as well as the ways in which mediated communication alters perceptions of community and identity. Communication theories are supported by case studies that illustrate the relevance of communication for everyday life.

[103] Free Speech: Privacy and Advocacy.
Focuses on speech, privacy, and advocacy in order to explore the liberties and constraints of living in community with others. Instantaneous access to information via social media contributes to emerging questions regarding privacy and challenging new experiences of community. The course focuses on four related questions: Why do our communities

require privacy? What does the American tradition teach us about privacy? How can advocacy weaken or strengthen community? What new forms of advocacy challenge our understanding of privacy? (Writing-intensive.) Maximum enrollment, 16.

[106 F] History of Communication Technologies.
Communication is a fundamental part of human existence. Yet the ways in which we communicate with one another vary over time and with the development of new technologies. Communication became a topic of sustained scholarly inquiry once new mass communication technologies like radio and television had begun to radically alter the ways that humans exchange ideas. This seminar provides a broad historical overview of the most important developments in communication—from the printing press to the Internet—and considers the social, cultural, and political implications of these technologies.

[202] Explorations in Communication.
An exploration of the fundamental questions regarding how human communication differs from the communication of other living creatures. Drawing on key readings from the communication discipline, students work collaboratively to discover what makes humans unique. Readings incorporate articles on human communication and scientific studies of birds, frogs, chimps, bees, elephants, among others. (Writing-intensive.) (Proseminar.) Maximum enrollment, 16.

204 S Narrating "Natural" Disaster in the US.
This course explores the stories that get told (and those that don't) about natural disasters, who tells those stories, and for what purposes. Focusing on 21st century catastrophes—both within and beyond U.S. borders—such as Hurricanes Katrina,and Maria, the Haiti earthquake, the Greensburg,KS tornado;the Indian Ocean tsunami;and the Fukushima Daiichi nuclear disaster,we will analyze how disaster narratives are shaped by race, class, economic and financial considerations, bureaucracies, science, technology, news media, and attempts to define America as a nation, a society, and a culture. (Writing-intensive.) (Same as College Courses and Seminars 204.) Maximum enrollment, 18. Jennifer Ambrose.

[209 F] Protest and Public Opinion.
Protest and Public Opinion examines social movements through rhetorical and communication frameworks. More specifically, students will gain an understanding of the rhetorical use of symbols and the pervasive tactics used by marginalized groups in society to elicit social change. Students will analyze the discourse between dominant and alternate ideologies in the realm of public opinion. Students will also gain knowledge about social movements and social movements organizations.

217 F Beyond speeches: Genres of oral communication.
Oral communication is much more than political speeches or boardroom presentations. This course explores genres of oral communication as they vary across disciplines and contexts, while also considering how technology has impacted the ways in which people express themselves. By examining the development and use of oral communication approaches, students will develop a deeper understanding of the constraints and opportunities offered by various genres of communication. (Speaking-Intensive.) (Same as College Courses and Seminars 217.) Maximum enrollment, 20. Amy Gaffney.

[230] Group Communication in Virtual & Digital Formats.
Virtual and digital formats alter our experience of groups. In order to address the challenges of geographically dispersed rather than face-to-face meetings, the course builds on the study of small-group communication to explore the multi-faceted components of virtual groups versus face-to-face interactions. The theories of group process will be contrasted with simulations that illustrate virtual and digital group work. Students will participate in detailed exercises that challenge assumptions about the consequences of cross-cultural differences, as well as online credibility and authority. Prerequisite, Course in communication, government, public policy, sociology, or consent of instructor.

280 S Conflict Resolution: Policies and Strategies.
This course examines conflict from a variety of perspectives. We will investigate how arbitration, adjudication, and mediation differ, in addition to exploring how the policies and strategies of cultural and legal institutions dictate different approaches to mediation. Societies cope with conflict by enacting policies consistent with their culture and values. This course examines conflict resolution policies in the U.S. and abroad, including the legal system, the media, the educational sector, and international dispute resolution. Prerequisite, 101, 103, 106, 230 or consent of instructor. (Same as Public Policy 280.) Maximum enrollment, 20. Phelan.

[303] Crisis Communication: Social Change for Vulnerable Communities.
Theories of environmental, health, safety, agricultural, and corporate risks and crises will be addressed. Focusing on the public, private and not-for-profit sectors, this course examines how communication policies and procedures provide a framework for social change in vulnerable communities. Based on real scenarios, students study risk assessment, risk perception, message design, crisis management, media relations, and barriers to effective risk and crisis communication. Prerequisite, Course in communication, government, public policy, sociology, or consent of instructor.

[310 F] Journalism: Ethics and Credibility.
A thorough understanding of critical and analytic journalistic practices supports one's engagement in the democratic process. This course focuses on developing critical and ethical information literacy. Students will: (1) identify and access diverse information sources; (2) retrieve information from sources; (3) evaluate sources and information for credibility; (4) challenge their assumptions and biases; and (5) summarize and synthesize the information they obtain into a cohesive argument. (Writing-intensive.) Prerequisite, one course in communication, government or sociology. (Same as American Studies 310.) Maximum enrollment, 18.

[313 S] Gendered Media Literacy.
This course investigates critical media literacy with reference to gendered media. Course content explores how media messages influence our understanding of self and community. Readings analyze the content, production, and consumption of diverse media ranging from print to digital forms. Course goals include the ability to produce and assess media messages about gender. Our primary objective is to develop a sophisticated understanding of the varied ways in which the production and consumption of such messages influences both individual perceptions as well as social norms. (Social, Structural, and Institutional Hierarchies.) Prerequisite, One course in communication, government, sociology or psychology.

[314] Communication Law: Freedom of Speech.
Detailed investigation of the first amendment. Study of case law which has contributed to the creation of a unique American perspective on the role of speech in a free society. Exploration of historical origins of the first amendment, political consequence and technological constraints. Legal distinctions regarding print, broadcast and electronic media focus on implications for the 21st century. Prerequisite, one course in communication, government or sociology. Open to seniors and juniors; sophomores and first-year students with permission.

[316 F] Digital Divisions: Race, Class, and Gender Online.
In this class we will look at how mass media shape our perspectives in a multicultural society. Some of the questions that will guide our study include: how do advertisements portray gay men? What roles do Asian women have in movies? How are poorer Americans portrayed in news media? How are race, gender, and class being recreated online? We will consider the roles that media play in challenging or reinforcing stereotypes that we have about others and ourselves. Furthermore, we will examine if and how society and culture have an impact on media content. Prerequisite, One course in Communication, Sociology, or Psychology.

317 F Social Media Research.
Social media affect our personal lives, reshaping how we communicate, maintain relationships, and form identities. Social media also affect society, creating new jobs and reshaping civic engagement in politics and protest. This course

provides students with the theoretical and methodological knowledge to understand social media and its micro and macro level effects. Students learn about the history,theory, and methods used in the communication field to explore social media's power. Students will apply key concepts to pursue individual social media research projects. (Writing-intensive.) Prerequisite, One course in communication, government, sociology or psychology. Maximum enrollment, 18.

[370 S] Seminar: Privacy, Policy & Digital Communication.
This course will explore how American conventions concerning privacy are challenged by digital communication technologies. We will investigate how the concept of privacy is related the speech clause of the First Amendment, and seek to understand why that relationship is crucial for participation in democratic societies. This course also focuses on the concept of privacy in ways that encourage an ongoing semester long dialogue between a specific group of high school students and Hamilton students regarding their interest in and use of digital media. Maximum enrollment, 12.

[380] Social History of Advertising.
Provides an historical overview of advertising and consumption within the US. Investigates the emergence of consumer culture and the advertising industry in the context of shifts from agrarian to industrial society. Addresses the social significance of consumption habits, the impact of advertising strategies from late 19th century to the present, the social, economic and political contexts that contributed to the emergence of particular marketing practices, and the impact of consumerism as a site of identity practices. Prerequisite, 101 or a course in history, sociology, or psychology, or consent of instructor.

451 F Seminar: Communication Technologies and Society.
Theoretical analysis of how communication technology alters social construction of time, space, community and identity. Readings detail historical precedents in order to address future implications of emerging technologies. (Writing-intensive.) Prerequisite, One course in Communication, Sociology, or Cinema and Media Studies. Open to juniors and seniors. Maximum enrollment, 12. Mazumdar.

Comparative Literature

NOTE: The requirements for the concentrations and minors in comparative literature outlined in this section pertain to students in the classes of 2016 and 2017. Beginning with the Class of 2018, students pursuing the study of comparative literature and/or English and creative writing will take courses through the Literature and Creative Writing Department. See that department for more information. For more information about comparative literature contact Nancy Rabinowitz at nrabinow@hamilton.edu.

A concentration in comparative literature consists of nine courses, including five designated as comparative literature, two in a national literature in the original language (e.g., Chinese, Russian, Greek) and two in either a second national literature in the original language or in linguistics or in a related art (music, dance, visual arts, or film and media studies) selected in consultation with a departmental advisor. Students pursuing the linguistics or related arts option must complete study in a foreign language to the 140 level or equivalent. All concentrators are required to take 211 or 212, and 297, and all senior concentrators will take part in a Senior Program in which 500 (Senior Seminar) is required and 550 (Senior Project) is recommended. A complete description of the Senior Program is available from the department chair. Only one 100-level course may be counted toward the concentration. It is to the student's advantage to begin foreign language study early; those planning graduate work in literature are urged to take two additional courses in a national literature and to study two foreign languages.

Honors in comparative literature will be awarded on the basis of a cumulative record of 3.5 (90) or above in all courses counting toward the major, as well as distinguished performance in 550.

A minor consists of five courses, including either 211, 212 or 297; two other courses designated as comparative literature; and two other courses in comparative, English or foreign literature, or linguistics. Only two 100-level courses may be counted toward the minor.

Many courses at the 200-level are open to seniors without prerequisites. For details, see the specific descriptions below.

.
(Same as History 220 and History 132 and East Asian Languages and Literatures 120 and Literature 236 and Religious Studies 131 and Classics 210 and Philosophy 206.)

Computer Science

Faculty
Naser Al Madi
Mark Bailey, *chair*
Alistair Campbell
Thomas Helmuth (on leave fall 2019)
Stuart Hirshfield
David Perkins
Darren Strash

A concentration in computer science consists of: 110, 111, 123, 210, 220, 240, 410, and four 300-level courses numbered 310 and above. Furthermore, two of the 300-level courses must be designated programming intensive, and two of the 300-level courses must be designated theory intensive. Students may substitute 112 for 110 and 111. Students may earn placement in 112 by scoring a 4 or 5 on the
Advanced Placement Computer Science A Exam or satisfactory performance on the department placement exam.

Concentrators fulfill the Senior Program requirement by taking 410. Students may earn departmental honors by earning a departmental GPA in the top 25% of concentrators and distinguished achievement in 500. The departmental GPA is computed using grades from courses counting toward the concentration.

Beginning with the class of 2020, students concentrating in Computer Science satisfy the SSIH requirement by completing three stages: First, the student will, in consultation with his/her academic advisor, identify a course from any department on campus that would help the individual student to address and expand his/her understanding of SSIH issues. The student will submit a one page statement justifying the choice of course. Statements will be considered twice a year with deadlines of November 1st and April 1st. The department will approve course selections. Second, the student will enroll in and earn credit for that course. Finally, the student will write a three-page essay that demonstrates to the department his/her understanding of how the SSIH issues raised in the course relate to the ideas, theory, or practice of computer science. The essay deadline is the last day of classes of the semester the course is taken. Students will be considered to have completed this requirement after the department assigns a grade of "pass" to the paper. This requirement must be fulfilled by the end of the student's junior year.

Students contemplating a concentration in computer science should begin with 110. Students looking for a computer-related course but not necessarily contemplating a concentration in the subject should consider any course numbered less than 111.

A minor in computer science consists of 110, 111, two courses numbered 210 or higher, and one course numbered 300 or higher.

100 F Contemporary Computing Concepts.
The course demonstrates how modern, familiar instances of computing technology–Siri, jpeg files, streaming data, the cloud, hacking, social media, drones, self-driving cars and Watson–all derive from the "big ideas" that make up the field of Computer Science. Topics include what it means to "compute," building machines to compute, how humans communicate with computers, computer networks, computer security, current and future computer applications. Students will use a variety of programs to experiment with all ideas presented. No knowledge of computer programming required. (Quantitative and Symbolic Reasoning.) Not open to students who have completed 110 or 112. May not be counted toward the concentration or the minor. Enrollment limit - 26 per section. Maximum enrollment, 26.

Hirshfield.

105 S Explorations in Computer Science.
Music and Generative Art. We will learn the language Ruby and use it to create music, and then we will learn the language Processing and use it to create generative art. Generative art is art that is created by an autonomous system that has partial or full control of the output. Students will learn fundamental programming techniques via Ruby and music, then re-apply what they have learned via Processing and art. No prior computer experience, nor any particular musical skill, expected. Not open to students who have completed 110. May not be counted toward the concentration or the minor. Not open to students who have completed 110 or 112. Maximum enrollment, 26. Perkins.

110 F,S Introduction to Computer Science.
The first course in computer science is an introduction to algorithmic problem-solving using the Python programming language. Topics include primitive data types, mathematical operations, structured programming with conditional and iterative idioms, functional abstraction, objects, classes and aggregate data types. Students apply these skills in writing programs to solve problems in a variety of application areas. No previous programming experience necessary. (Quantitative and Symbolic Reasoning.) Not open to students who have completed 112. Maximum enrollment, 20. The Department.

111 F,S Data Structures.
A second course in programming, concentrating on the implementation of dynamic structures for data representation. Students will write programs in the C++ programming language which implement the following classic data structures, among others: stacks, lists, queues, hash tables, and trees. Course discussion will emphasize recursion, efficient implementations in terms of memory space and running time, computational complexity of algorithms, and introduction to two important fields of study: searching and sorting. (Quantitative and Symbolic Reasoning.) Prerequisite, 110, or placement by the department. Not open to students who have completed 112. Maximum enrollment, 18. Strash.

112 F Problem Solving and Data Structures.
An accelerated first course in programming. Students demonstrate skill in writing programs to solve problems using Python in a variety of application areas. Concentrates on the implementation of dynamic structures for data representation. Students will write programs in the C++ programming language to implement classic data structures. Course discussion will emphasize recursion, efficient implementations in terms of memory space and running time, computational complexity of algorithms, and introduction to two important fields of study: searching and sorting. (Quantitative and Symbolic Reasoning.) Prerequisite, High school AP Computer Science A score of 4 or 5 or placement by the department. Previous programming experience required. Not open to students who have completed 110. Maximum enrollment, 20. Bailey.

123 F,S Discrete Mathematics.
Study of mathematical models and techniques commonly used in computer science. Emphasis on analytical and logical skills, including an introduction to proof techniques and formal symbolic manipulation. Topics include set theory, number theory, permutations and combinations, mathematical induction and graph theory. Topics will be reinforced with hands-on experiences using the ML programming language. Appropriate for students with strong pre-calculus backgrounds. No previous programming experience necessary. (Quantitative and Symbolic Reasoning.) Not open to seniors; open to juniors by consent of instructor. Perkins.

200 F,S Social, Structural, and Institutional Hierarchies.
This courses it taken concurrently with a course approved for the student by the department that aims to satisfy the department's Social, Structural, and Institutional Hierarchies requirement. Satisfactory completion of this course is based on three criteria: 1) successful completion of the approved course, 2) submission, by the last day of classes, a three-page essay that demonstrates to the department the student's understanding of how the SSIH issues raised in the course relate to the ideas, theory, or practice of computer science, and 3) a passing grade on the essay. (Social,

Structural, and Institutional Hierarchies.) This course should be completed by the end of the student's junior year. Open to concentrators only. The Department.

[207] Topics in Computer Science I.
Study of an area in computer science. Content, differing from year to year, has included computer organization, neural networks, genetic algorithms and parallel computation. Prerequisite, any computer science course and consent of the instructor. May be taken more than once. Maximum enrollment, 26.

210 F,S Applied Theory.
An investigation of the nature of computation through development of several models of computation. Topics include finite state machines, pushdown automata and Turing machines, the Chomsky language hierarchy, discussion of computational complexity, and illustration of how these abstract models of computation may be applied to language recognition problems such as lexical analysis and parsing. (Quantitative and Symbolic Reasoning.) Prerequisite, 123; or, senior standing and permission of instructor. Perkins.

220 F,S Principles of Programming Languages.
Investigation into the nature, features, design and implementation of programming languages. Students will gain experience with a wide variety of programming languages through programming exercises. Topics will include, among others, object-oriented programming, functional programming, higher-order functions, type systems and polymorphism. Prerequisite, 111 or 112; or, senior standing and permission of instructor. Maximum enrollment, 24. Campbell.

240 F,S Computer Organization and Assembly Language.
A study of the connection between high-level programs and the machines on which they run by means of extensive programming experience using assembly language. Topics will include translation of high-level language idioms into assembly language, number systems and representation schemes, exceptions, interrupts, polling, and an introduction to the structure of the underlying hardware. In the final project, students develop an assembler. Prerequisite, 111 or 112 or senior standing and permission of instructor. Maximum enrollment, 24. Bailey.

[290 F,S] Programming Challenges.
Study of classic programming problems from regional and national programming competitions. Students are required to participate in a regional programming contest. Prerequisite, CPSCI 111 or 112, and consent of instructor. One-quarter course credit. Offered credit/no credit. May be repeated. Students may count up to one credit from courses numbered 290-298 toward graduation. Maximum enrollment, 20.

[307] Topics in Computer Science II.
In this course we will explore the state-of-the-art in natural language processing, that is, algorithms for extracting useful information from written text, and tools that employ these algorithms in various ways. Topics include NL parsing, morphological analysis, part-of-speech tagging, semantic mapping of terms, knowledge representation, and ontologies. A particular domain of interest, though not an exclusive one, will be the extraction of knowledge from abstracts of scientific papers in bio-medicine. Prerequisite, CPSCI 110. Maximum enrollment, 10.

310 F Compilers.
Study of the translation of high-level languages into assembly language. Topics will include tokenizing, parsing, type checking, code generation and optimization. Each student will implement a significant portion of a compiler. Programming intensive. Prerequisite, 210, 220 and 240. Maximum enrollment, 24. Campbell.

320 S Computer Architecture.
Study of how computers are built. Starting with fundamental logic gates, students will learn how to construct fundamental computational, memory and control components using digital logic. Students study the implementation of arithmetic logic units, processor control and datapath design. Topics will include performance analysis, pipelining,

cache design, virtual memory, disk storage, and multicore design. Theory intensive. Prerequisite, 240. Some programming required. Maximum enrollment, 24. Bailey.

330 F,S Algorithms.
Discussion of the canon of standard algorithms, with analysis of time and space complexity. Topics will include, among others: sorting, searching and selection; numerical algorithms; string matching; graph algorithms; parallel algorithms; non-determinism and NP-completeness. Theory intensive. Prerequisite, 111 or 112, and 123. Maximum enrollment, 24. Strash.

[340 S] Operating Systems.
Study of the design and implementation of computer operating systems. Students will develop at least four significant projects related to the topics of process scheduling, interprocess communication, memory management, file systems, access control, device drivers and security. Programming intensive. Prerequisite, 240. Maximum enrollment, 24.

[350 S] Database Theory and Practice.
A study of modern database systems. Topics include data models, query languages, topics in database design, efficiency issues in query processing and database system architecture. Typical activities will consist of design and analysis of parts of a relational database, implementing queries in the SQL language, and time and space analysis of possible database architectures. Theory intensive. Prerequisite, 111 or 112. Maximum enrollment, 24.

375 S Artificial Intelligence.
Exploration of AI theory and philosophy, as well as a variety of algorithms and data structures, such as heuristic strategies, logic unification, probabilistic reasoning, semantic networks and knowledge representation. Topics include application areas such as natural language understanding, computer vision, game playing, theorem proving and autonomous agents. Programming intensive. Prerequisite, 220. (Same as Neuroscience 375.) Maximum enrollment, 24. Helmuth.

410 F Senior Seminar.
Practicum in which teams of students provide computer expertise and support for faculty research projects. Topics include software engineering analysis, design, coding, testing, maintenance, and documentation. Prerequisite, 210, 220 and 240. Open to senior concentrators only. Maximum enrollment, 24. Hirshfield.

[420] Readings in Computer Science.
Reading in a field of computer science. The class will read several papers assigned weekly from research conference proceedings and journals. Classes will consist of discussions of the day's paper(s). Students will develop a comprehensive annotated bibliography and lead the daily discussions. Does not count toward the concentration or minor. Prerequisite, Consent of instructor. May be repeated for credit with permission of the department. Maximum enrollment, 6.

500 S Senior Research.
A semester-length research project. Open to qualified senior concentrators. Prerequisite, Three 300-level courses numbered 310 and above, 410 and consent of the department. Maximum enrollment, 26. Bailey.

Critical Languages

Faculty
Mary Beth Helderle, *Program Director*

The Critical Languages Program is a self-instructional program where students meet four times a week in small groups with a student tutor who is fluent in the language. The student tutor is not a "teacher" in the usual sense. Students, therefore, are expected to exercise the self-discipline and motivation required of independent work. Courses follow established curricula and are not self-paced. In addition to being highly motivated and self-directed, students must be willing to make a daily commitment to the rigorous study and practice of the language through the use of written, recorded and computer materials. Course grades are determined by mid-term and final exams, administered by external examiners.

Language study requires practice and conscientious preparation on a daily basis in order to participate fully in highly interactive classes. Classes are conducted with very little use of English.

The Critical Languages Program does not offer courses beyond second year and there is no minor or concentration available for these languages. Only languages listed in the Course Catalogue are offered.

Students with prior language experience must take a placement test prior to enrolling to determine appropriate level in order to receive course credit.

Students enrolled in the self-instructional courses must contact Mary Beth Helderle by 4 p.m. the first day of classes in order to schedule the class. As classes are contingent upon student tutor availability, on rare occasions a class is cancelled or, due to scheduling conflicts, a student is unable to take the class.

For additional information on the self-instructional format or languages currently offered, visit Critical Languages web site.

121 F First Term Swahili.
Introduction in speaking, writing, reading and aural comprehension. Textbook readings and exercises with a strong emphasis on interactive verbal production. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Maximum enrollment, 10. The Program.

122 S Second Term Swahili.
Continued study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Prerequisite, Swahili 121 or placement. Maximum enrollment, 10. The Program.

141 F First Term Korean.
Introduction in speaking, listening comprehension, reading, and writing. Small, highly participatory and interactive classes with a strong emphasis on spoken and listening comprehension skills to develop communicative competency. Self-instructional format that meets three times weekly with a student tutor with supplemental on-line and Language Center projects and activities. Midterm and final exams administered by an outside examiner. Maximum enrollment, 10. Helderle.

142 S Second Term Korean.
Continued study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Prerequisite, Korean 141 or placement. Maximum enrollment, 10. Maximum enrollment, 10. Helderle.

221 F Third Term Swahili.
Intermediate level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Prerequisite, Swahili 121 and 122 or placement. Maximum enrollment, 10. The Program.

222 S Fourth Term Swahili.
Advanced level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Prerequisite, Swahili 121, 122, 221 or placement. Maximum enrollment, 10. The Program.

241 F Third Term Korean.
Intermediate level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Prerequisite, Korean 141 and 142 or placement. Maximum enrollment, 10. Helderle.

242 Fourth Term Korean.
Strengthening of grammar and vocabulary with emphasis on verbal proficiency, listening comprehension and reading.Highly interactive with supplemental Language Center activities. Prerequisite, Korean 241 or placement. Maximum enrollment, 10. Self-instructional.

341 F Fifth Term Korean.
Strengthening of grammar structures and vocabulary in speaking, writing and reading. Highly interactive with emphasis on listening comprehension and communicative skills. Prerequisite, CLNG 242 or placement. Maximum enrollment, 10. Self-Instructional/Helderle.

342 S Sixth Term Korean.
Strengthening of grammar structures and vocabulary in speaking, writing and reading. Highly interactive with emphasis on listening comprehension and communicative skills. Prerequisite, Korean 341 or placement. Maximum enrollment, 10. Self-instructional/Helderle.

Dance and Movement Studies

Faculty
Elaine Heekin, *chair*
Bruce Walczyk
Paris Wilcox

Special Appointments
Richard G. Lloyd
Sandra Stanton

A concentration in dance consists of 201, 203, 205, 305, 307, 550 or 560, and four semesters of Martial Arts and Dance (208, 308) and/or Intermediate Technique (213, 215,216) and/or Advanced Technique (313, 315). The Senior Program in dance may be fulfilled through satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or a field study in movement behavior and its analysis/notation, or Senior Performance/Choreography (560), which may be a performance of dance works, choreography or both. No student who has completed the requirements and maintained at least a 3.0 (85) average in dance courses will be prohibited from selecting the performance/choreography option as his/her senior project. The department highly recommends that students qualifying for and electing Dance 560 (Senior Performance/Choreography) be enrolled in technique class during that semester. Students falling below the 3.0 (85) average will be required to register for an independent study as preparation for the project.

Beginning with the class of 2020, students concentrating in Dance and Movement Studies must fulfill the Social, Structural, and Institutional Hierarchies requirement by completing one of the following courses: Kinesiology (205), Ballet in the 20th Century (250W), Martial Arts and Dance (208/308), or Composition/Choreography (305/307).

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the dance program and excellence in the performance, composition, research or production component of the Senior Program, as judged by the department.

A minor in dance consists of three course selected from 201, 203, 205, 305 and 307, and two semesters of Martial Arts and Dance (208, 308) and/or Intermediate Technique (213, 215) and/or Advanced Technique (313, 315).

112 F Elementary Contemporary Dance.
Fundamentals of contemporary dance incorporating technique, theory and criticism. No previous dance training required., not open to Seniors Maximum enrollment, 25. Stanton.

113 S Elementary Jazz Dance.
This course focuses on the basic movement principles found in contemporary jazz technique. The class will also focus on proper alignment and basic anatomical terminology. There will be several quizzes addressing the history of jazz dance as well as movement vocabulary. An introduction to critiquing dance works and several reviews of dance performances will be part of the grading criteria. Required Text: Jazz Dance, Giordano, Gus Maximum enrollment, 25. Elaine Heekin.

114 F,S Elementary Ballet.
Beginner-level study of classical ballet with a focus on ballet's basic vocabulary in both barre and center floor exercises, studio-stage directions and designations for the classical positions of the body in space. Work on such stylistic aspects

of ballet as musicality, dynamics and use of the head. Readings in kinesiology pertaining to muscular alignment analysis. No previous dance experience required. Maximum enrollment, 25. The Department.

115 F Pre-pointe &Elementary Pointe Class.
Pre-pointe will include barre and center classical ballet work that stands to prepare the dancer for the rigors of elementary pointe Class. Dancers should be ready to purchase their own pointe shoes early on in the semester, after a professional fitting. Pointe shoes will then be worn for the bulk of studio work. This course will also explore the history, invention, use and construction of pointe shoes. Prerequisite, 2years ballet training and permission of instructor. Maximum enrollment, 20. Sandy Stanton-Cotter.

120 S Elementary Contemporary Dance II.
This course is designed for students with little dance experience who are curious to learn more about their dynamically moving selves and the genre of contemporary dance. Course material focuses on increasing individual kinesthetic awareness and personal artistry that emphasizes proper alignment and movement mechanics. Students refine their physical skills and develop artistic literacy through the learning of basic movement vocabulary, creative explorations, reading and writing assignments. Prerequisite, Any beginning level technique in the department. Maximum enrollment, 25. Elaine Heekin.

141/142 F,S Performance.
The study of dance through performance of a role in a main stage dance concert. Prerequisite, invitation of the department. One-quarter credit per semester. May be repeated for credit. The Department.

180 S Sound, Performance and Creativity.
An introduction to the development and use of sound in its relationship to performance. Topics include creation of original sound/movement structures, using vocal/body sounds as well as found objects; introduction to sound recording and the digital-audio workstation; aural analyses of music from a variety of genres to understand certain structures and aesthetics; analyses of group pieces developed in class workshops; creation of different types of non-traditional sound/movement scores;creation of audio recordings to be used in conjuncti0n with performances. Individual and group projects. No previous musical, dance or theatre experience required. Maximum enrollment, 14. Lloyd.

201 F History of Dance.
Study of the theatrical, social and ritual aspects of dance through cross-cultural comparisons among dance forms. Exploration and analysis of such historical issues as the evolution of dances, the struggle to preserve traditional dances and dance fusions in a global society. Lectures, discussions and films. (Writing-intensive.) No previous dance training required. Maximum enrollment, 18. Paris Wilcox.

[203] Movement Analysis.
Observing, analyzing and recording movement using Laban's principles. Emphasis on cultural and aesthetic concepts of movement as a system of communication. Investigation of alignment techniques, movement behavior and kinesiological principles. No prior dance training required. Maximum enrollment, 15.

204 S Pilates For Dance.
A focus on the basic exercises found in the Pilates method of body conditioning including various apparatus (mat, magic circle, reformer, barrel and cadillac). An overview of anatomy as it applies to the Pilates system will be addressed. The history and philosophical approach to the Pilates system will be included. The discipline focuses on the muscles that are the linchpin of good posture and a stable, strong core. Prerequisite, dance technique course taken within the department. Maximum enrollment, 16. Heekin.

205 F Kinesiology.
An investigation of the musculoskeletal system and use of biomechanical principles to improve efficiency of motor behavior. Emphasis on joint, muscular and alignment analysis. Lectures, discussions and practical application of

movement concepts. No prior dance training required. Maximum enrollment, 30. Walczyk.

208 F Martial Arts and Dance.
An investigation into the relationship between martial arts and dance emphasizing the abstraction of movements of self-defense into dance. The study of many cultures that utilize body awareness and movement efficiency in their performance and fighting forms. A major component is the implementation of impact weapons such as olisi (Philippines/Malaysia) and the jo (Japan). Prerequisite, any dance, athletic or martial art experience. Maximum enrollment, 35. Walczyk.

213 S Intermediate Contemporary Dance.
The study of contemporary dance incorporating technique and theory. Emphasis on alignment and efficiency of movement focusing on increasing strength and flexibility. May be repeated for credit. Prerequisite, Dance 112, 113, or 114 or permission of instructor. Maximum enrollment, 25. Heekin.

215 F Intermediate Ballet.
Continuation of the study of ballet. Technique classes are combined with studies in kinesiology, dance theory and dance criticism. May be repeated for credit. Prerequisite, 114, or consent of instructor. Maximum enrollment, 25. Stanon, S/Wilcox, P.

[216] Intermediate Jazz Dance.
Prerequisite, Any dance training in contemporary, ballet or jazz. Developing the technical skill and comprehension of jazz vocabulary and history beyond the elementary level. Focusing on proper alignment and increasing strength, flexibility, endurance as applied to jazz technique. Maximum enrollment, 25.

217 S Intermediate Pointe and Classical Choreography.
This course is a continued study of classical ballet pointe work that includes a traditional barre and center. Students will research important and relevant classical ballet variations from some of the most notable classical ballets ever made and explore famous ballet choreographers from the past 100 years. Students will work with recorded and live music to choreograph and perform their own ballet variations. Prerequisite, 2 years pointe training and approval of instructor. Maximum enrollment, 20. Sandy Stanton-cotter.

[250] Ballet in the Twentieth Century.
Study of the history of ballet from the Imperial Ballet of the Tsars to the present. Study of Diaghilev's Ballets Russes, the Ballet Russe de Monte Carlo, New York City Ballet, American Ballet Theatre, the Royal Ballet of England and the Kirov and Bolshoi of Russia. Examination of aesthetic principles and their influence on the development of modern ballet. Study of dancers, choreographers, composers and visual artists associated with the ballet world. (Writing-intensive.) No previous dance experience required. Maximum enrollment, 18.

[305] Composition.
A study of the elements of choreography, emphasizing personal development in movement invention, phrasing and design. Improvisation, costume, set, props, music and technical theatre are introduced. Prerequisite, consent of instructor. Maximum enrollment, 15.

307 F Choreography.
The application of fundamentals from 305 to more complex choreographic work, incorporating set, props, costume and text. Exploration and analysis of other art forms as related to dance composition. Prerequisite, 305 or consent of instructor. Maximum enrollment, 15. Walczyk.

308 S Advanced Martial Arts and Dance.
A continuation of 208, emphasizing martial arts from Africa, Asia, Southeast Asia and South America. Students will

study cultural background, history, philosophy and terminology along with practical application of movement theories. Prerequisite, 208 or consent of instructor. Maximum enrollment, 25. Walczyk.

[313] Advanced Contemporary Dance and Repertory.
The study of contemporary dance incorporating technique and theory. Emphasis on performance techniques and ability to comprehend the conceptual framework of movement. Supplemental training in Pilates, jazz and yoga. Guest artists invited each year to teach master classes. May be repeated for credit. Prerequisite, 213 or consent of instructor. Required for students to perform in a faculty or guest artist's work for the Family Weekend Concert. Maximum enrollment, 25.

315 F Advanced Ballet.
The study of classical ballet emphasizing style and performance quality in addition to technical mastery of the ballet vocabulary. Meets five times weekly. While out-of-class assignments are minimal, daily attendance, effort and consistent improvement in the technical and stylistic aspects of this art form are of critical importance. May be repeated for credit. Prerequisite, 215 or consent of instructor. Maximum enrollment, 25. Stanton.

550 F,S Senior Thesis.
A research paper or a field study in movement behavior and its analysis/notation. Open to senior concentrators only. The Department.

560 F,S Senior Performance/Choreography.
A performance of dance works, the choreography of dance works or both. Substantial written component comprising research into the historical, theoretical and socio-cultural contexts of the chosen work. Following submission of the monograph and completion of production, each student will participate in the evaluation of her/his project with an evaluating committee. Open to senior concentrators only. The Department.

Digital Arts

Program Committee

Ella Gant, *chair* (Art)
Mark Cryer (Theatre)
Graham Espe, *ex officio*
Bret Olsen, *ex officio*

The introduction of digital media into creative fields has changed the very nature of their study and production. Musicians, scientists, creative writers, film makers, and visual and performing artists have developed multiple fluencies with digital media. This, in turn, has made collaborative and cross-disciplinary work practically inevitable. The program in digital arts provides a formal framework for the exploration of these creative possibilities.

The minor in digital arts consists of five courses: the five courses are chosen in consultation with the Chair of the Digital Arts Program Committee, including at least three from the digital arts studio course list. Courses counted toward this minor cannot also be counted toward another concentration or minor.

DIGITAL ARTS STUDIO COURSES

Art
116 Introduction to Photography
213 Introduction to Video
221 Introduction to Animation
302 Advanced Photography
313 Advanced Video
377 Digital Arts Workshop

Dance
180 Sound, Performance and Creativity

Music
109 or 110 Music Theory for Non-Majors or 210/211 Theories of Music: Fundamentals and Chromatic Harmony
270 Introduction to Music Technology
370 Advanced Audio Production
377 Digital Arts Workshop

Theatre
213 Lighting Design
214 Sound Design

RELATED COURSES

Cinema and Media Studies
125 Introduction to History and Theory of New Media
201 Introduction to Digital Humanities
205 Video Game Nation

325 Media Theory and Visual Culture
330 Digital History and New Media: Theories and Praxis
335 Media and Production
350 Gender and Cyberculture

Computer Science
110 Introduction to Computer Science
375 Artificial Intelligence

Physics
136 Physics and Art
175 The Physics of Musical Sound
245 Electronics and Computers

East Asian Languages and Literatures

Faculty
Tiao-Guan Huang (on leave 2018-19)
Jessie Jia
Masaaki Kamiya, *chair*
Chris Kern
Kyoko Omori (on leave 2018-19)
Sharon Wang
Zhuoyi Wang (on leave 2018-19)

Special Appointments
Xi Chen
Chen-An Chou
Saori Nozaki
Yumi Saito
Meng Wang
Tiffany Wang

The East Asian Languages and Literatures Department offers courses in Chinese and Japanese languages, literatures and cultures, and offers a Chinese concentration and minor, as well as a Japanese minor. (For Japanese and Chinese major concentrations in Asian Studies, see the Asian Studies Program site.)

The Chinese Program sends students to its own study abroad program, Associated Colleges in China (ACC). The Japanese Program has a list of recommended programs, and students will select a program in consultation with faculty.

Language courses focus on language acquisition and introduction to the cultures and civilizations of the target countries and regions. Both the Chinese and Japanese Programs also offer culture, literature, film, media, and linguistics courses in English translation for those who have not studied the languages but are interested in the culture and society.

Both the Chinese and Japanese concentrations emphasize work in the original language as a key to understanding China/Japan and related issues aiming at and preparing students for further studies in graduate schools and professional careers in international trade, government service, diplomacy, private business, journalism, and other related fields.

A concentration in Chinese consists of nine courses offered by the Chinese Program and numbered 140 or higher, including at least one 400-level course in each semester of the senior year and the required senior project (550). A minor in Chinese consists of five courses offered by the Chinese Program and numbered 140 or higher, including at least one 400-level course. After consulting the Chinese Program, students may use courses focusing on China offered by the Asian Studies Program or another department to satisfy the Chinese concentration or minor requirements. For a major in Asian Studies China track, see the Asian Studies Program site.

A minor in Japanese requires five courses. Those courses include at least three language courses beyond Japanese 120 (i.e., 130, 140 and 200) and one non-language course offered by the program. The fifth course may be either a language (220 and above) or a non-language course. Consult the faculty in the Japanese Program. For a major in Asian Studies Japan track, see the Asian Studies Program site.

Students of Chinese and Japanese are strongly encouraged to participate in study abroad programs in China and Japan.

Students of Chinese are eligible for the ACC program. Students of Japanese have the opportunity to study abroad through such programs as ICU-Middlebury (Tokyo), CIEE-Sophia University (Tokyo), AKP (Kyoto), Kyoto Center for Japanese Language (Kyoto), and Nanzan University (Nagoya). Consult the faculty in Japanese to find the best program for your interests.

To obtain departmental honors, students must have an average of A- or higher in all coursework in Chinese and must be a Chinese major. For honors in Asian Studies (China or Japan), see the Asian Studies site.

Study of the Chinese and the Japanese languages (Chinese 140/Japanese 140) in the East Asian Languages and Literatures Department also satisfies the two-year language requirement of the Asian Studies Program. Students are encouraged to strengthen their understanding of cross-cultural issues by integrating their language and culture studies with courses offered in Asian studies.

Students interested in beginning or continuing their Chinese or Japanese language studies should make an immediate start with the 100- or 200-level courses in the first semester, or consult with the department chair. All 100-, 200- and 300-level courses taught in English are open to juniors and seniors without prerequisites, unless otherwise noted.

SSIH Requirements

Chinese

All senior-level courses in the Chinese concentration discuss issues that would satisfy the SSIH requirement. The department emphasizes the breadth of this requirement and students satisfy this requirement through one of the following pairs of courses: 410/420/425/426 and 430/450/465

Along with its curricular mission and disciplinary expectations, the Chinese program requires its concentrators to fulfill the Social, Structural, and Institutional Hierarchies (SSIH) requirement in their senior year. Only at this level are students ready with sufficient Chinese language and cultural proficiency and usually a study abroad experience in China for an education of the social, structural, and institutional hierarchies in and surrounding the Chinese-speaking world through its own language, on its own terms, and with adequate breadth and depth.

All conducted in Chinese and offered annually or biannually, the seven courses mentioned below integrate advanced-level training of language skills with enhancement of cultural awareness, intercultural sensitivity and reflections, translingual and transcultural competency, and understanding of issues related to social, structural, and institutional hierarchies. Requiring students to take one from each of the two groups of courses will combine breadth and depth in their SSIH education.

Japanese

Although the Japanese Program does not have its own concentration, we offer the following non-language courses (taught in English) that can be taken by students in other concentrations to satisfy the SSIH requirement. These courses all help students gain an understanding of structural and institutional hierarchies based on one or more of the social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and abilities/disabilities.

JAPN 160 “Modern Selves and Ways of Seeing: Japanese Film, Animation, and Literature” (FYC)
JAPN 205 “Topics in Japanese Linguistics”
JAPN 239/339 “Modern Japan: Japanese Culture and Society From A(-Bomb) to (Dragon Ball)Z”
JAPN 260 “Place, Memory, and Empathy: Japan and Its Others”

Associated Colleges in China

Administered by the East Asian Languages and Literatures Department, the program provides summer, fall and spring study in Beijing (Capital University of Economics and Business) with intensive coursework through individualized instruction with a high level of participation and interaction. The courses are taught entirely in Chinese and encompass topics including advanced language, Chinese politics, society, economics, religion, art, folklore and literature. Unique

features and activities of the program include the language pledge (speaking Chinese only), language practicum (individual projects conducted with local citizens), Chinese host families, Chinese language table, field trips in historically and culturally important sites outside of Beijing and extracurricular activities such as Taichi, Chinese food cooking, calligraphy, etc.

The courses taken with ACC will count toward the Chinese concentration requirement. However, students with concentrations other than Chinese should consult with the appropriate department for transfer of credit for the concentration.

The ACC Program is open to sophomores, juniors and first-semester seniors. It is in principle a full-year program (summer, fall and spring); however, applications may be made for any of the three sections. To be admitted, students must take at least two semesters of Chinese, a course on the culture and civilization of China and have the permission of the ACC director.

Chinese

110 F First-Term Chinese.
An introduction to spoken and written modern Chinese through conversational drills, comprehension, reading and writing practice in classwork and homework. Four hours of class, with additional lab work and individual sessions for each student. Maximum enrollment, 16. Jin and Huang.

120 S Second-Term Chinese.
Continued work in speaking, listening and reading. Emphasis on patterns that facilitate speaking and reading. Four hours of class, with additional lab work and individual sessions for each student. Prerequisite, 110. Maximum enrollment, 16. The Department.

130 F Third-Term Chinese.
Comprehensive review of grammar and development of language skills through communicative teaching. Four hours of class, with additional lab work and individual sessions for each student. Prerequisite, 120 or consent of instructor. Maximum enrollment, 16. Lin.

140 S Fourth-Term Chinese.
Continuation of third-term Chinese. Development of spoken and written skills, as well as familiarity with current Chinese culture. Class discussions in Chinese. Four hours of class, with additional lab work and individual sessions for each student. Prerequisite, 130 or consent of instructor. Maximum enrollment, 16. The Department.

160 F Modern China Through Film.
Examines how films produced in diverse socio-economic contexts generate conflicting modern representations of China, ranging from a legendary land, a rapidly changing society, to an everlasting patriarchy, and how these representations produce hegemonic and subversive cultural knowledge. Students will gain broad understanding of Chinese cinema and history, theory of film and cultural studies, and pertinent Hollywood films. All films have English subtitles. Requirements include film viewings, presentations, quizzes, class discussions and a final paper. All lectures and discussions in English. All lectures and discussions in English. Wang.

165 F Americans & Chinese: Case Studies of Cross-Cultural Communication.
Through film screening, role-play, skit performances and discussions, students learn to identify differences in the behavioral culture between Americans and Chinese. The course brings students of different cultural backgrounds together and conducts cross-cultural comparison through observation, first-hand experience sharing, and critical analysis. It helps Americans to interact more effectively when dealing with Chinese counterparts in their future careers.

It also helps Chinese native speakers to better adjust to the American culture. All course materials are in English or subtitled. Junqing Jia.

200 F Third-Year Chinese I.
Designed for students who wish to use Chinese beyond everyday conversation. Concentrates on subtleties of Chinese grammar and builds a vocabulary through extensive use of short texts. Includes expository writing. Four hours of class, with additional tutorial and laboratory work. Taught primarily in Chinese. Prerequisite, 140 or consent of instructor. Maximum enrollment, 16. The Department.

[210 S] Modern and Contemporary Chinese Literature: Traditions and Modernities.
Since 1919, Chinese literature has played a decisive role in interactions between tradition and modernity. This course examines the development of Chinese literature against such interactions. Students will familiarize themselves with the most representative modern and contemporary Chinese literary works and gain a broad understanding of many modernity-related issues, including politics, culture, class, labor division, ethnicity, gender and sexuality. All lectures and discussions in English. Requirements: presentations, class discussions, film viewings and a final paper. (Same as Literature 210.)

220 S Advanced Chinese II.
Continuation of Advanced Chinese I, with emphasis on making the transition from textbook to an advanced level of competence for reading periodicals and journals in China. Discussion, written and oral work. Taught in Chinese. (Proseminar.) Prerequisite, 200 or consent of instructor. Maximum enrollment, 16. The Department.

237 F Native-Soil in Chinese-Language Cinemas.
This course studies Chinese-language films and explores how "home" and "native-soil" are envisioned in the age of globalization. While examining films from China, Taiwan, Hong Kong, and Southeast Asia, students learn about socio-economic contexts in different Sinophone regions. We scrutinize the way the intersection between global capitalism and local mainstream cultures produces deviant imageries of "home" and "native-soil" from the perspective of the disenfranchised. All lectures and discussions in English. Requirements: presentations, class discussions, film viewings and a final paper. Chialan (Sharon) Wang.

240 S Exploring the Roots of Contemporary Issues in China.
Through examining twelve contemporary issues in China, this introductory course on Chinese civilization will explore some fundamental themes that help to shape and define the culture. Students are expected to be engaged in readings, lectures, discussions, video screenings, and interviews. Issues that we will discover include the food and environment in China; Taoism's transformation in modernity; Neo-Confucianism and the education system; media censorship and its background; the legacy and future of Chinese language, and so on. Taught in English. No prior knowledge of China is required. Junqing Jia.

245 S Chinese-language Queer Cinema.
This course surveys Chinese-language queer cinema since the 1960s up to the contemporary period in China, Hong Kong, and Taiwan. It investigates the visual representation of gay, lesbian, and transgender desires within different historical and cultural contexts. While studying the historical development of the notion of queer and the mutual cultural influences across the regions, we will particularly discuss the way the term is mobilized as a trope for socio-political discourses, and the way the representation of queer negotiates mainstream ideologies. Chialan Sharon Wang.

380 S Seminar: Transcultural Chinese-Language Cinema and Hollywood.
Does Hollywood cinema dictate its reception across the world? Are there clear-cut boundaries between non-Hollywood cinema's submission and resistance to Hollywood? Facing worldwide competition, how does Hollywood maintain its dominance of global culture? This seminar examines such questions by focusing on the nuanced negotiations between Hollywood films and diverse Chinese-language cultures, including China, Taiwan, and Hong Kong. Students will gain

insight into Chinese-language films, literatures, and cultures as well as their own culture shaped by Hollywood-dominated media. All discussions in English. Maximum enrollment, 12. Zhuoyi Wang.

[410 F] Advanced Chinese: Reading and Writing.
Designed for students who are approaching advanced level Chinese but need further refinements on vocabulary usage and formal expression, this course aims at increasing reading and composition capabilities with a primary focus on language accuracy and appropriateness. Students will be exposed to a large amount of authentic and formal Chinese texts covering current issues in China to obtain the skills necessary to complete various writing tasks. (Writing-intensive.) Prerequisite, Any 200-level or 300-level course conducted in Chinese or consent of the instructor. Taught in Chinese Maximum enrollment, 12.

420 S Introduction to Taiwanese Society and Culture.
This course will focus on a wide range of social and cultural issues of Taiwan. Students in this class will be exposed to a large number of authentic and academic Chinese texts covering various issues of Taiwan to obtain the skills necessary to produce effective argumentative writing. Particularly designed for advanced-level Chinese students who want to achieve near-native proficiency in reading and writing skills. Taught in Chinese. (Writing-intensive.) Prerequisite, Any 200-level or 300-level course conducted in Chinese or consent of the instructor. Maximum enrollment, 18. Chen-An Chou.

425 F Current Issues in Greater China.
Presentation and analysis of different perspectives on 21st-century Greater China Region, including geopolitical and economic issues, social changes, political situation and popular culture. Class materials includes documentaries, video/films, web sources and traditional texts. Short papers and oral presentation. Particularly designed for students who wish to improve their speaking and writing skills before working on their senior projects. (Writing-intensive.) Prerequisite, Any 200-level or 300-level course conducted in Chinese or consent of the instructor. Taught in Chinese. Maximum enrollment, 18. Yan Li.

426 S Advanced Spoken Chinese.
This course is designed to improve students' oral Chinese proficiency to advanced level and to help students prepare for ACTFL Oral Proficiency Interview (OPI). Through guided discussions on various topics in both formal and informal settings, students will be trained to master Chinese speaking skills to support opinion, hypothesize, and discuss topic concretely and abstractly in a fluent and accurate manner. Prerequisite, Limited to senior Chinese concentrators or consent of the instructor. Taught in Chinese. Maximum enrollment, 12. The Department.

430 S Masterpieces of Chinese Literature.
Reading and discussion of the masterpieces from Chinese literature including essays during the early Qin and Han dynasties, poetry and prose from the Tang and Song dynasties, the novels from the Ming and Qing dynasties. Taught in Chinese. (Writing-intensive.) Prerequisite, A 400-level course in Chinese or consent of instructor. Limited to seniors or consent of instructor. Maximum enrollment, 18. Wang.

442 F Cinematic Heroes and Heroines in Post-Mao China.
In Maoist China, Mao was the ultimate figure at the pinnacle of the hero system that generated for most people aspirational feelings of eternal life. His death in 1976 initiated a search for a new hero system. Still on-going, the search has frequently changed its direction in the post-Mao discursive environment composed of complex ideological, economic, and artistic interactions and negotiations. This course closely examines the central role of cinema in this search. Students will gain an in-depth understanding of how films reflect and shape contemporary Chinese ideology and culture. (Social, Structural, and Institutional Hierarchies.) (Speaking-Intensive.) Prerequisite, a 200 or higher level Chinese course or consent of instructor. Taught in Chinese. Wang, Zhuoyi.

450 F Remembering the Chinese Revolution through Film.

The 20th century saw waves of revolutions shape the history of modern China. This course examines how Chinese films produced in diverse socio-economic contexts represent this century of revolution. Students will gain a broad understanding of the history of modern China, familiarize themselves with film analysis techniques and post-1949 Chinese cinema, and learn to understand film as the most powerful modern art form for constructing historical memories. Requirements for the course include group presentations, film analysis assignments, and one final paper. Taught in Chinese. (Writing-intensive.) Prerequisite, A 300-level course in Chinese or permission of instructor. Limited to seniors or consent of instructor. Maximum enrollment, 12. Wang.

[465 S] Chinese Education in the Age of Americanization: Crises and Reforms.
Schools in the United States have seen a rapidly increasing influx of Chinese students. In China, this trend corresponds with a growing idealization of the US educational system and dissatisfaction with the Chinese one. Yet the US system has also found itself in crisis, and turned to educational methods at the center of the Chinese system in its reforms. This course will discuss the respective strengths and weaknesses of the Chinese and the American systems, the crises they are facing, and possible directions of reforms.Presentations, weekly writing assignments, and a final paper. (Writing-intensive.) Prerequisite, a 400 level course. Limited to seniors or consent of instructor. Next offered spring 2018. Maximum enrollment, 12.

[495 S] Practicum in Chinese Language and Culture Education.
This course combines study in Chinese language and culture and experience in teaching one or two Chinese language and culture courses at K-5 programs in the Oneida-Herkimer-Madison BOCES school districts. Students in the course participate in weekly classes focusing on various aspects of Chinese language, culture, and teaching through lectures, group discussions, papers, and presentations on curriculum, instruction and assessment. Taught in Chinese. Prerequisite, Any 200-level or 300-level course conducted in Chinese or consent of instructor.

550 F,S Senior Project.
A research project using sources in Chinese culminating in a paper, designed by the student, in consultation with at least two members of the East Asian Languages and Literatures Department. Students are expected to develop analytical and linguistic skills in the Chinese language through culture study in upper-level coursework and/or study abroad. Prerequisite, Limited to senior Chinese concentrators. Maximum enrollment, 6. The Department.

Japanese

110 F First-Term Japanese.
Introduction to basic structures and vocabulary. Emphasis on oral communication with practice in reading and writing, using the two syllabaries (hiragana and katakana) and 28 kanji characters. Four 50-minute classes a week (Monday-Thursday). Maximum enrollment, 16. Kamiya.

120 S Second-Term Japanese.
Continued work in speaking, listening, reading, and writing, with mastery of 99 kanji characters. Four 50-minute classes a week (Monday-Thursday). Prerequisite, 110, or consent of instructor. Maximum enrollment, 16. Kamiya.

130 F Third-Term Japanese.
Completion of introduction to basic structures of the language. Continued emphasis on oral communication, with practice in reading simple texts. An additional 104 kanji characters will be introduced. Four 50-minute classes a week (Monday-Thursday). Prerequisite, 120 or consent of instructor. Maximum enrollment, 16. Nozaki.

140 S Fourth-Term Japanese.
Intermediate Japanese with continued emphasis on oral communication. An additional 108 kanji characters will be introduced. Four 50-minute classes a week (Monday-Thursday). Prerequisite, 130, or consent of instructor. Maximum

enrollment, 16. Nozaki.

[160 S] Modern Selves and Ways of Seeing: Japanese Film, Animation, and Literature.
Modern technology has changed the ways in which we see and understand the world around us, as well as ourselves. Up to today, technological advancements have continued to inspire artists to create works that depict such sensorial changes in human experience. This course will examine Japanese animation, films, and literary works that draw our attention to new modes of perception and ways of engaging with the world in the modern age. Open to First-years only. (Writing-intensive.) Taught in English. No prior knowledge of Japan is required. Maximum enrollment, 16.

165 F Early Japanese Pop Culture: Edo Period Literature in Translation.
The Edo Period (1603-1868) was a time of stability in Japan. The urban centers of Japan thrived, and people had greater access to wealth and education. There was an explosion of popular literature and performances, many of which influence today's pop culture. We will read representative works from the Edo period, including ghost stories, puppet and kabuki plays, haiku, and comic fiction. The course will be primarily discussion-based. Writing assignments will include a creative writing option. The course has no prerequisites and does not require Japanese knowledge. John Christopher Kern.

200 F Advanced Japanese I.
Increasing emphasis on written Japanese, with acquisition of an additional 160 kanji characters. Prerequisite, 140, or consent of instructor. Maximum enrollment, 16. Nozaki.

[205 S] Topics in Japanese Linguistics.
This course explores Japanese phonetics, phonology, morphology, syntax and semantics. Students will compare Japanese with English and examine universal perspectives of language. (Quantitative and Symbolic Reasoning.) Prerequisite, 110, Anthropology 201 or consent of instructor. (Same as Linguistics 205.)

219/319 F Language Acquisition.
Examines interface phenomena between pragmatics and language acquisition. Students will learn theoretical issues of semantics/pragmatics and the theory of the first language acquisition. Target languages to examine various phenomena are Chinese, Japanese, Korean and English. (Quantitative and Symbolic Reasoning.) Prerequisite, For those taking 319, consult with the instructor. (Same as Linguistics 219/319.) Kamiya.

220 S Advanced Japanese II.
Continuation of Advanced Japanese I, with guided practice in reading modern texts with acquisition of additional 250 kanji characters. Prerequisite, 200, or consent of instructor. Maximum enrollment, 16. Nozaki.

[230 S] Morphology and Syntax.
This course explores the relationship between word formation and sentence formation by examining English and Japanese grammar (and, to a certain degree, that of other languages). Ultimately, both morphology and syntax play important roles in the interpretation of sentences. No previous linguistics background or Japanese language background is necessary. (Quantitative and Symbolic Reasoning.) (Same as Linguistics 230.)

[239/339 F] Modern Japan: Japanese Culture and Society From A(-Bomb) to (Dragon Ball)Z.
This course explores issues of imperialism, military conflict, pacifism, nuclear victimhood, foreign occupation, national identity, and social responsibility in 19th to 21st-century Japan. Materials include nonfiction, science fiction, poetry, war propaganda, novels, censorship documents, animé, and film. Taught in English. No knowledge of Japanese language or history required. (Same as Literature 239.)

240/340 S Women writing the self: 1000 years of Japanese autobiographical women's writing.
This course examines literature by women in Japan from the 9th to the 20th centuries. Women have written about their own feelings and experiences since the Heian period -- we will read diaries, fictional stories, and poetry in which

women express their desires, sorrows, joys, and regrets. We will discuss the historical context of the works, what role gender plays in production and consumption of the texts, the nature of autobiographical writing, fiction vs. nonfiction, and other issues. Taught in English. No Japanese knowledge is necessary. Prerequisite, Prerequisite for the 300-level only: Any one course from the following: Literature, Asian Studies or Japanese, or consent of the instructor. Students enrolling in this course at the 300 level will be required to complete an additional project. (Same as Literature 240/340.) John Christopher Kern.

[255] The Languages of East Asia.
Examines Chinese, Japanese and Korean as well as other languages found in East Asia. Topics include the syntactic (possible word order, inflections, particles, and combinations of all of them) and phonological structures (phoneme, pitch vs. tone, sound patterns) of these languages; the relationships of the languages to each other; differences and similarities of these languages from the universal point of view; the geographical, social and historical settings. No knowledge of any Asian language necessary. (Same as Linguistics 255.)

[260 S] Place, Memory, and Empathy: Japan and Its Others.
Focusing on Japan as a point of reference, this course will consider how the notion of "place" gets constructed through human emotions as something more than just a set of geographical coordinates. Examining a range of literary works and films, we will study how "Japan" has been imagined, constructed, and remembered in the 20th century through storytelling. Topics to be covered include Japan's imperialism in Asia, Hiroshima/Nagasaki, Vietnam War, minorities in Japan, and anime. Taught in English. No prior knowledge of Japan is required. Open to Sophomores, Juniors, and Seniors only.

[298 S] Field Study in Japan: Place, Memory, and Empathy.
Focusing on Japan as a point of reference, this spring recess field study will consider how the notion of "place" gets constructed through human emotions. Students will take basic language and culture sessions at Doshisha Univ in Kyoto, as well as visit locations of historical, cultural, or political significances in Kyoto and Hiroshima. After the trip, students will upload to a digital archive the stories of the places they studied. Concurrent registration in JAPN260 required. A quarter credit course. Selection of participants takes place in November of the previous semester. Maximum enrollment, 6.

[356 S] Introduction to Japanese Film.
This course traces the history of one of the world's most innovative film industries. Since the early 20th century, Japanese filmmakers have experimented with and improved upon cinema. Their work has been influential not only in Japan but throughout the world. From the drama of early silent movies to anime, we will cover some of the "greatest hits" of Japanese film, whether widely popular or critically acclaimed. This exploration of cinema in Japan will offer both a new perspective on cinema itself as well as an opportunity to view the genre's development in a specific cultural context. Prerequisite, CNMS 120,any 100-level course in Asian studies or Japanese, or consent of the instructor. No prior knowledge of Japan is required. Taught in English.

401 F Selected Readings in Japanese.
Reading in modern literary and non-literary texts and mastery of the remaining kanji characters on the joyo kanji list. Through advanced-level reading of original texts and in-depth discussion, students focus on topics such as Japanese literature, film, culture and linguistics. This course also accommodates and guides senior theses. Prerequisite, 220, or consent of instructor. Maximum enrollment, 16. Omori.

402 S Japanese Textual Analysis and Translation.
Designed for students who want to achieve near-native proficiency in all four skills in Japanese language. Particular attention given to translation of literary and other texts. This course also accommodates and guides senior theses. Course conducted in Japanese. Prerequisite, 401, or consent of instructor. Maximum enrollment, 16. Omori.

Economics

Faculty
Mohamad Allouche
Erol Balkan (on leave 2019-20)
Pritha Chaudhuri
Emily Conover
Christophre Georges
Paul Hagstrom
Elizabeth Jensen
Derek Jones (away fall 2019, New York City Program)
Ann Owen, *chair*
Javier Pereira
Jeffrey Pliskin
Julio Videras (on leave fall 2019)
Stephen Wu
Jonah Yuen
Wei Zhan

Special Appointments
Stephen Owen

A concentration in economics consists of nine economics courses, and for the students in the classes of 2020 and 2021, an additional course taken outside the department as described below. The economics courses must include five core courses and four elective courses. The five core courses are either 101,102, 265, 275, and 285 or 100, 166, 266, 275, and 285. Math 113 or its equivalent is one of the prerequisites for 275. At least one elective must be at the 400-level and at least one must be at the 500-level and taken as a senior. The Senior Thesis will be completed in the 500-level course.

Students in the class of 2020 and 2021 concentrating in economics must take one course from outside the Department that serves to broaden students" understanding of the roles of identity, culture, and social class in the U.S. in order to enrich the study of economics. Students will select the course in consultation with their concentration adviser and apply to the Department for approval. The course must be completed by the end of the junior year.

220, 230 and 235 do not count toward the concentration. Concentrators must complete the five core courses by the end of the junior year so that they may apply these analytical tools in their 400 level and 500 level courses. Additionally, 265, 266, 275 and 285 must be taken at Hamilton. For purposes of fulfilling the requirements for the concentration, the Department does not classify any transferred courses at the 400 level or above. See the departmental website for additional information on procedures for transferring credit for economic courses taken off-campus. Additionally, Independent Study 499 is not classified as a 400 level elective. Exemption from these requirements is granted only in unusual cases. Because Economics 265 is not open to students who have taken or are concurrently taking Math 252 or Math 253 or Math 352, these students who are fulfilling the core requirements with Economics 265 must substitute Economics 400 for Economics 265 in the requirements for the concentration. Economics 166 is not open to students who have taken Math 152 or Math 252 or Math 253 or Math 352. Students intending to fulfill a major requirement by taking Economics 166 and who have completed one of these courses prior to taking Economics 166 must take one additional economics course and one additional course outside the Department, selected in consultation with the department chair.

Students planning graduate work in economics should consult a member of the department for specific advice. They should take 400, selections from the other 400-level courses, 560 and obtain as strong a background in mathematics as possible. The sequence in calculus and linear algebra is required by virtually all good Ph.D. programs in economics; additional work in mathematics, such as courses in differential equations and real analysis, is strongly recommended. Students who plan to study for an M.B.A. should complete at least one semester of calculus and should consult "Information for Prospective M.B.A. Students," a document available at the Career Center Web site, for additional recommendations.

Departmental honors will be awarded to concentrators who demonstrate superior performance in economics, as evaluated by members of the department. To be eligible for honors, a student must complete 560, have a grade point average of at least 3.3 for all courses that satisfy the concentration and write an outstanding Senior Thesis. Note that 266 or 400 is a prerequisite for 560.

A minor in economics consists of four core courses and one additional economics course, with the exception of 220, 230 or 235, which do not count toward the minor. The four core courses are either 101, 102, 275 and 285 or 100, 166, 275, 285. 275 and 285 must be taken at Hamilton. If the student's concentration is in public policy, the 100-level Economics courses cannot count in both the student's concentration and the minor. These courses will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the chair of the Economics Department in consultation with the director of the Public Policy Program.

Seniors may not preregister for Economics 100 but may add this course at the beginning of each semester, space permitting.

100 F,S Introduction to Economics.
The price system as a mechanism for determining which goods will be produced and which inputs employed; decision-making by firms and individuals; market structure; Gross domestic product; its measurement and the determination of production and employment levels; the role of the government in the economy. Department (Fall), Department (Spring). Not open to seniors or students who have taken Econ 101 or Econ 102. (Quantitative and Symbolic Reasoning.) Department (Fall); Department (Spring).

102 F Issues in Macroeconomics.
Gross domestic product; its measurement and the determination of production and employment levels; the role of the government in the economy, particularly fiscal policy; the money supply, monetary policy and inflation; foreign exchange rates. (Quantitative and Symbolic Reasoning.) Prerequisite, 101. Department (Fall); Department (Spring).

166 S Economic Theory and Evidence.
An introduction to how economists develop and test theory, with a special emphasis on theory explaining the causes and consequences of inequality. The basic concepts of probability and statistics are taught in addition to theories of the labor market, inflation/unemployment tradeoffs, impact of fiscal and monetary policy, externalities, public goods, and international trade. Department (Fall), Department (Spring). (Quantitative and Symbolic Reasoning.) Prerequisite, Econ 100. Not open to seniors or students who have taken Math 152 or Math 252 or Math 253 or Math 254 or Math 352. Students who have taken Govt 230 may not register for Econ 166 without permission of the instructor. Department (Fall); Department (Spring).

220 S Corporate Finance.
This course explores theories which provide the basis for the decision-making processes employed by financial managers within the firm. The course will stress application of these theories in both non-profit and for-profit settings. Topics include: time value of money, project evaluation rules such as net present value and internal rate of return, capital budgeting, long-term financing, capital structure and payout policy, and working capital management.

(Quantitative and Symbolic Reasoning.) Does not count toward the concentration or minor. Open to sophomores, juniors and seniors only. Steve Owen.

230 F Accounting.
Study of the fundamental principles underlying financial accounting. Strong emphasis on understanding and analysis of companies' annual reports and the four basic financial statements included therein: balance sheet, income statement, statement of changes in stockholders' equity and statement of cash flows. Does not count toward the concentration or minor. Open to sophomores, juniors and seniors only. Not open to students who have taken 330. (Quantitative and Symbolic Reasoning.) S Owen (Fall).

235 S Policy, Poverty and Practice.
Investigates policies to alleviate poverty, with a focus on the Earned Income Tax Credit (EITC). Topics include: poverty, income inequality and inequality of opportunity; tax policy; and incentives created by policies aimed at alleviating poverty. The class has a significant service learning component in which students complete IRS training at the Basic level and assist low-income families in Utica in filling out Federal tax forms to claim the EITC. Prerequisite, None. The course meets one hour per week through April 15, with a minimum in-class time of 10 hours. Requires significant self-paced training prior to start of classes. Course can only be taken credit/no credit. Does not count toward the concentration or minor. Course taught concurrently with Econ 236. May be retaken once for credit with instructor consent. Maximum enrollment, 30. Morgan-Davie.

236 S Policy, Poverty, and Practice II.
Investigates policies to alleviate poverty, with a focus on the Earned Income Tax Credit (EITC). Topics include: poverty, income inequality and inequality of opportunity; tax policy; and incentives created by policies aimed at alleviating poverty. The class has a significant service learning component in which students complete IRS (Advanced) training and assist low-income families in Utica in filling out Federal tax forms to claim the EITC. Prerequisite, Completion of 0.5 credits of Econ 235. The course meets one hour per week through April 15, with a minimum in-class time of 10 hours. Requires significant self-paced training prior to start of classes. Course can only be taken credit/no credit. Does not count toward the concentration or minor. Course taught concurrently with Econ 235. May be retaken once for credit with instructor consent. Maximum enrollment, 30. Morgan-Davies.

265 F,S Economic Statistics.
An introduction to the basic concepts of probability and statistics. Topics include descriptive statistics, probability theory, estimation, hypothesis testing and linear regression. Computer laboratory will make use of statistical software packages. 150 minutes of lecture and 75 minutes of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 102 or consent of instructor. No previous experience with computers required. Not open to seniors or students who have taken or are concurrently taking Math 252, Math 253 or Math 352. Department.

266 S Introduction to Econometrics.
An introduction to econometric methods that are frequently used in applied economic research. Emphasis on interpreting and critically evaluating empirical results and on establishing the statistical foundations of widely used econometric methods. Topics include the classical linear regression model, functional form, dummy explanatory variables, binary choice models, panel data models, instrumental variables and time series models. Three hours of class and 75 minutes of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 166 or consent of instructor. Not open to seniors or students who have taken Econ 400. Maximum enrollment, 20. Department (Fall); Department (Spring).

275 F,S Microeconomic Theory.
The theory of consumer behavior. Theories of the firm and market structures, and of resource allocation, pricing and income distribution. General equilibrium and economic efficiency. (Quantitative and Symbolic Reasoning.) Prerequisite, 102 or 166 and Math 113 or the equivalent. Not open to senior concentrators. Maximum enrollment, 27.

Department (Fall); Department (Spring).

285 F,S Macroeconomic Theory.
Theories of business cycles and economic growth. Theories of monetary policy, budget and trade balances, aggregate consumption and investment activity, unemployment, inflation, technological change and productivity growth. (Quantitative and Symbolic Reasoning.) Prerequisite, 102 or 166. Not open to senior concentrators. Maximum enrollment, 27. Department (Fall); Department (Spring).

318 F The Economics of Technology and Innovation.
An examination of the nature and implications of innovation and technological change. We will investigate the history and economic theory of innovation and technological progress, related policy debates, and future prospects. Particular attention to the implications of recent developments in information technology and robotics for labor markets and the distribution of economic wellbeing. (Writing-intensive.) Prerequisite, 102 or 166 or consent of instructor. Maximum enrollment, 18. Georges.

[325 F] Comparative Economic Systems.
A comparative analysis of economic systems and criteria for evaluation. An examination of market, command, mixed and market socialist economies. Emphasis on problems of transition in former communist countries and Japan and Germany compared to the United States. (Writing-intensive.) Prerequisite, 102 or 166 or consent of instructor. Maximum enrollment, 18.

331 F International Trade Theory and Policy.
Theoretical and empirical analysis of the pattern of international trade and international trade policies. Emphasis on theoretical models used by economists. Topics include the determinants of the pattern of international trade, immigration, foreign direct investment, the gains from trade, tariffs, quotas, voluntary export restraints, dumping, subsidies, trade-related intellectual property rights, international labor standards, trade and environmental issues, the WTO, customs unions, free trade agreements and trade adjustment assistance. Prerequisite, 102 or 166 or consent of instructor. Not available to student who are or have taken Economics 433 Pliskin.

[333 S] Development and Social Change.
Introduction to the theoretical and practical aspects of the political economy of development and social change. It draws on research in development economics, anthropology, sociology, history, and political science. The first readings will be on the theory of social change as applied to the developing and developed countries. It then focuses on debates in the literature of sociocultural, political, and economic change. The focus will be themes and analyses in contemporary development studies to give students an idea of the challenges and possibilities for social change today. Prerequisite, 102 or 166 or consent of instructor.

[339 S] Introduction to Behavioral Economics.
Rather than assume that people, firms, or leaders are always purely rational, behavioral economics relaxes this assumption and analyzes situations where rationality does not always hold. The field integrates research across disciplines, drawing from neuroscience, behavioral and developmental psychology, and economics. As such it allows economists to study why people choose outcomes that seem to violate traditionally held views of rationality and why markets actually behave as they do. It allows economists to better understand how individuals, groups, and firms respond to policies. Prerequisite, 102 or 166 or consent of instructor.

340 F Economic Development.
Introduction to the study of international development. Topics include economic growth, poverty, inequality, health, demography, education, child labor, the environment, conflict and corruption. Prerequisite, 102. (Quantitative and Symbolic Reasoning.) Prerequisite, 102 or 166 or consent of instructor.

[341 S] Energy Economics.

This course explores the theoretical and empirical perspectives on the demand and supply sides of the energy markets. This course starts with an energy outlook in both domestic and global scales. Then it discusses the natural resource modelling, energy supply, and the behavioral underpinnings of the energy demand. The course continues with current and historical aspects of national, and global markets for oil, natural gas, coal, electricity, nuclear power, and renewable energy. Prerequisite, 102 or 166 or consent of instructor.

342 F Urban Economics.
Integrates space into traditional economics models and focuses on the role that location plays in the decision-making of firms and individuals. Topics include why cities form, why people choose to live in cities, and what policies can alter the shape, size, and economic success of cities. Covers a range of challenges that arise when people live in cities such as the provision of public goods, poverty and inequality, transportation and congestion, crime, housing discrimination, and education. Analyzes ways in which we can address these challenges through evidence-based urban policy. Prerequisite, 102 or 166. Alloush.

[348 F] Economics of Social Responsibility.
This course explores how ethical values and social norms influence economic behavior by individuals and groups. Topics include altruism, civic engagement and contributions to public goods, the philanthropic sector, socially responsible investment, corporate responsibility, and social entrepreneurship. Prerequisite, Econ 101 or 166 or consent of instructor.

350 S Economics of Poverty and Income Distribution.
A study of domestic poverty and of government programs designed to address poverty. Topics include the definition and measurement of poverty, the factors associated with becoming poor and the design, purpose, financing and individual incentive effects of various state and federal public assistance programs, as well as their effectiveness in reducing the incidence or duration of poverty. Prerequisite, 102 or 166 or consent of instructor. Hagstrom.

360 S Health Economics.
An analysis of the economics of health and medical care, with particular emphasis on the provision of health care in the United States. Topics include the structure of public and private health insurance programs, financing the rising costs of medical care and the impact of health status on labor supply and retirement decisions. Relates these issues to current public policy debates surrounding the health care profession. Prerequisite, 102 or 166 or consent of instructor. Wu.

[365 F] Economic Analysis of American History.
An examination and explanation of the development of the American economy, focusing on the period from 1840 through World War II. Topics include the economics of slavery and share cropping, the rise of big business, railroads and economic growth, the development of banks and the causes of the Great Depression. (Writing-intensive.) Prerequisite, 102 or 166 or consent of instructor. Maximum enrollment, 18.

375 F History of Economic Thought.
A survey of economic theory and methodology from the early Greeks to the present. Discussion of the ideas of major economic writers such as Smith, Marx, Marshall and Keynes, with attention paid to historical context as well as relevance to current economic debates. (Writing-intensive.) Prerequisite, 102 or 166 or consent of instructor. Maximum enrollment, 18. Georges.

[378 F] Economics of Gender.
Examines the role gender plays in economies and the way gender affects economic outcomes for individuals and societies, both within families and in the marketplace. Topics include applications of economic theory to 1) aspects of family life including marriage, cohabitation, fertility, and divorce, and 2) the interactions of men and women in firms and in markets. Combines theory, empirical work, and analysis of economic policies that affect men and women differently. Prerequisite, Econ 102.

[380 F] Environmental Economics.
An examination of issues in environmental policy from the perspective of economic theory. Topics include the measurement of benefits and costs of curtailing pollution and preserving ecosystems, the design of public policies to improve environmental quality, and the examination of past and current environmental programs in the United States and their success. Also considers sustainable growth and issues of environmental equity. Prerequisite, Econ 101 or 166 or consent of instructor.

[390] Labor Economics.
Examination of selected theoretical and empirical questions concerning the labor market. Topics will include: what are labor markets?; who participates in the labor market and how intensively?; labor demand; compensating wage differentials; investment in human capital, including education and training; worker mobility, including migration, immigration and turnover; gender, race and ethnicity in labor markets; labor unions including determinants of membership and economic effects of unions; inequality; employee participation and employee ownership; unemployment. Prerequisite, Econ 101 or Econ 166.

400 F Econometrics.
An introduction to econometric methods that are frequently used in applied economic research. Emphasis on interpreting and critically evaluating empirical results and on establishing the statistical foundations of widely used econometric methods. Topics include the classical linear regression model, functional form, dummy explanatory variables, binary choice models, panel data models, heteroskedastic and autocorrelated disturbance terms, instrumental variables estimation and an introduction to simultaneous equation models. Three hours of class and 75 minutes of laboratory. Prerequisite, 265 or Mathematics 252 or 253 or 352. Not open to students who have taken Econ 266. Pliskin.

415 S Economics of Higher Education.
A study of issues in the economics of higher education. Topics will include the financing of higher education, determinants of tuition costs, trends in admissions policies, determinants of academic success at college, and the economic returns to higher education. Prerequisite, 265 or 266 and 275. Maximum enrollment, 20. Wu.

425 F Financial Economics.
A study of individual level investment decisions and the equilibrium determination of asset prices. Mean-variance analysis motivated by the tradeoff between risk and return. An introduction to asset pricing models, including the CAPM and multi-factor models. An introduction to derivatives, including stock options, futures and swaps. Discussions of the Efficient Markets Hypothesis, arbitrage, and contributions from behavioral finance. Other topics may include: fixed income pricing, Arrow-Debreu securities and the completeness of markets, and the binomial asset pricing model. Prerequisite, Econ265 or 266 or Math 252 or Math 253 in addition to 275, or consent of instructor. Maximum enrollment, 20. Pereira.

431 F Introduction to Big Data and Machine Learning.
Introduction to big data, basic statistical analysis using R, introduction to machine learning and different machine learning algorithms, application of machine learning for prediction purposes. Application to economic problems. Prerequisite, 265 or 266 and 275. Maximum enrollment, 20. Jogani.

[432 F] International Finance.
Survey of international financial markets in both theory and practice. Topics include optimal monetary and fiscal policy in an open economy and central banking; international financial markets for foreign exchange; Eurocurrencies and international bonds; the nature and operation of the principal international financial institutions; financial and currency crisis; international debt issues and country risk. Prerequisite, 265 or 266, 275 and 285. Maximum enrollment, 20.

[433 S] International Economics.

Topics on international trade and finance in the global economy. Prerequisite, 265 or 266 in addition to 275, and 285 or permission of instructor. Not available to student who are or have taken Economics 331 Maximum enrollment, 20.

[435 F] Industrial Organization Theory and Applications.
Theoretical and empirical analysis of firm conduct with emphasis on firms in oligopolistic industries. Examination of conduct primarily, but not entirely, from a game theory perspective. Exploration of business practices such as product differentiation and advertising, research and development, and price discrimination. Consideration of relevant public policies, especially antitrust policy. Prerequisite, 265 or 266 and 275 or consent of instructor. Maximum enrollment, 20.

[440] Public Economics.
The course addresses the role of governments and government policies in the U.S. economy and on individual behavior. You will develop an understanding of the theories of taxation and government expenditure and their impact on a wide range of real-world problems and situations. Topics include market failures; voting behavior and its implications for resource allocation, expenditure program evaluation, the incidence and efficiency of various taxes, and redistribution of income polices such as public assistance and Social Security. Prerequisite, Econ 265 or 266, Econ 275. Maximum enrollment, 20.

[445 S] Economic Growth.
Why are some countries so rich while others are so poor? Examines the difference in living standards both across and within countries, using both theoretical and empirical methods. Topics include the effects of income distribution, technology, population growth, international trade, government policy and culture on the level and growth of per capita income. Prerequisite, 265 or 266, 275, 285. Maximum enrollment, 20.

[446 F] Monetary Policy.
A study of the goals, strategies and tactics of monetary policy. The interaction of the central bank with financial markets, the tools and the transmission mechanism of monetary policy, and structure of the Federal Reserve System and the international financial system. Emphasis on policy application. Students in the class have the opportunity to participate in the College Fed Challenge, a national competition in which teams of students make a presentation to monetary policy experts about the current state of the economy and the future course of monetary policy. (Oral Presentations.) Prerequisite, 265 or 266, 285. Not open to students who have taken Econ. 346. Maximum enrollment, 20.

[451 S] Behavioral Economics.
Why do people tip at restaurants that they will never go to again? Why do people pay for health club memberships that cost them more than if they just paid at the door each time they went? Why do successful bidders tend to bid in the final minute in online auctions? Recent research involving both economics and psychology has identified ways in which human behavior consistently deviates from standard rationality. Topics which explore these deviations include time-inconsistent preferences, emotion, attitudes toward risk, overconfidence, information processing problems and altruism. Prerequisite, 265 or 266, 275. Maximum enrollment, 20.

[453 F] Economic Development in Latin America.
A study of issues in economic development as they apply to Latin America. Topics include poverty, inequality, education and health. Students will learn about the methods used to assess different social policies. Prerequisites, 265 and 275 or consent of Instructor. (Quantitative and Symbolic Reasoning.) Prerequisite, 265 or 266, 275 or consent of Instructor. Maximum enrollment, 20.

[460 F] Game Theory and Economic Behavior.
An introduction to theories of strategic behavior as they have been developed and applied in economics. Applications include strategic behavior in oligopolistic markets, auctions, bargaining, trade policy, procrastination, standards setting and the provision of public goods. Prerequisite, 265 or 266, 275, or consent of the instructor. Maximum enrollment, 20.

484 F Experimental Economics.
The goal of this course is to introduce students to economic inquiry using experimental methodologies. Experimental economics is a relatively new field in which decision making is examined in a controlled laboratory setting. The data from these experiments are used to evaluate theories as well as to test and fine tune policies that could not be easily tested with naturally-occurring data. Students will learn how to combine theories and experimental methodologies to help them answer the economic questions they want to research. (Quantitative and Symbolic Reasoning.) Prerequisite, Economics 265 or 266, 275. Maximum enrollment, 20. Zhan.

[490 F] Topics in Labor Economics.
Topics will include: defining labor markets; labor market participation and intensity; the impact of technological change on labor demand; impacts of minimum wages; returns to all investments in education and on the job training; immigration and labor turnover; effects of gender, race and ethnicity in labor markets; economic effects of labor unions; the increase in inequality and changes in labor markets; the effects of employee participation and employee ownership on enterprise performance and outcomes for employees Prerequisite, Econ 265 and Econ 275. Maximum enrollment, 20.

[501 S] International Finance.
A look at theories and issues in international finance, including the evolution of the current global financial markets, balance of payments problems, exchange rate determination and currency markets, financial and currency crisis, international capital flows, international banking, and macroeconomic policies in an open economy. Prerequisite, 265 or 266 or 400, and 275. Course is intended for those fulfilling the senior project requirement. Not open to students who have taken 432. Maximum enrollment, 12.

[502 F] Topics in Sustainability.
Topics include relationship between standards of living and conservation of the natural environment, effects of trade on the environment, the role of formal and informal institutions, research on the environmental Kuznets curve, and the determinants of sustainable consumption choices. The course relies on empirical methods. Goals in this area include learning to read critically economics journal articles, being able to replicate and extend empirical analyses, and learning how to use economic theory and statistical methods to develop and test hypotheses. Prerequisite, 265 or 266 or 400, and 275. Intended for those fulfilling the senior project requirement. Maximum enrollment, 12.

503 S Economic Analysis of Human Resource Management Practices.
Topics include the choice of the form of labor compensation (e.g., fixed wage, salary, piece rates and other forms of pay for performance), the effects on firm performance of employee involvement programs (e.g., self-directed teams) and of financial participation schemes (e.g., profit sharing and employee stock ownership) and the level and structure of executive compensation and corporate governance. As well as reviewing the existing literature of these topics, students will carry out their own econometric analyses of data. Prerequisite, 265 or 266 or 400, and 275 or consent of instructor. This course is intended for those fulfilling the senior project requirement. Not open to students who have taken 462. Maximum enrollment, 12. Pliskin.

504 S Topics in Macroeconomics.
An advanced treatment of selected topics of current interest in macroeconomics. Theoretical and empirical approaches to explaining recent recessions and trends in economic growth, unemployment, inflation and income inequality, with a focus on the recent global recession. Prerequisite, 265 or 266 or 400, and 275, 285. This course is intended for those fulfilling the senior project requirement. Not open to students who have430. Maximum enrollment, 12. Georges.

505 F Topics In Development Economics.
This course covers topics in microeconomics of international development including: political economy, health education, program evaluation and agriculture. The course will be mostly empirical. We will study methods used by

applied microeconomists. There will be frequent discussions of journal articles and the policy implications derived from empirical findings. Students will learn to replicate and extend existing studies. Intended for those fulfilling the senior project requirement. Prerequisite, 265 or 266, and 275. Maximum enrollment, 12. Conover.

[506 F] Economic Growth.
Why are some countries so rich while others are so poor? Examines the difference in living standards both across and within countries, using both theoretical and empirical methods. Topics include the effects of income distribution, technology, population growth, international trade, government policy and culture on the level and growth of living standards. Prerequisites 265,275, 285 or consent of instructor. This course is intended for those fulfilling the senior project requirement. Not open to students who have 445. Prerequisite, 265 or 266 or 400, and 275, 285. Maximum enrollment, 12.

508 F Topics in Industrial Organization.
Theoretical and empirical analysis of firm conduct with emphasis on firms in oligopolistic industries. Examination of conduct primarily, but not entirely, from a game theory perspective. Exploration of business practices such as product differentiation and advertising, research and development, and price discrimination. Consideration of questions of firm organization such as vertical integration. Prerequisite,265 and 275 or consent of instructor. Course is intended for those fulfilling the senior project requirement. Not open to students who have taken 435. Maximum enrollment, 12. Prerequisite, 265 or 266 or 400, and 275 or consent of instructor. Maximum enrollment, 12. Elizabeth Jensen.

[509 F] Topics in Public Economics.
Examines the effects of taxation and government expenditure programs at the federal, state, and local levels. Emphasis on empirical literature to test theoretical predictions and to inform effective policy. Topics include the need for a public sector, provision of public goods, voting behavior, externalities, income distribution, the incidence and efficiency of alternative taxes, and redistributive polices such as public assistance and Social Security. This course is intended for those fulfilling the senior project requirement. (Quantitative and Symbolic Reasoning.) Prerequisite, 265 or 266 or 400, and 275, 285 or consent of instructor. Not open to students who have taken 540. Maximum enrollment, 12.

[510 S] Topics in Environmental and Resource Economics.
A study of the methods used in empirical research in environmental and natural resource economics. Students will read and analyze papers on topics such as pollution, carbon efficiency, non-market valuation, natural resource scarcity, and sustainability efforts of colleges and universities. The focus will be on conducting a systematic, transparent, and reproducible investigation into an empirical question through data visualization and econometric techniques, culminating in the senior research project. (Quantitative and Symbolic Reasoning.) Prerequisite, 265 or 266 or 400, and 275, 285. Course is intended for those fulfilling the senior project requirement. Maximum enrollment, 12.

511 S Topics in Financial Econometrics.
An advanced treatment of selected topics in time series analysis with an emphasis on applications. This course focuses on estimating the parameters of well-defined probability models that describe the behavior of financial time series, testing hypotheses on how financial markets generate the series of interest, and forecasting future realizations of financial time series. This course is intended for those fulfilling the senior project requirement. Prerequisite, 265 or 266 or 400, and 275, 285. Maximum enrollment, 12. Pereira.

512 F Economics of Happiness.
Theoretical and empirical study of the determinants of happiness, life satisfaction, mental health, and other subjective measures of well-being. Topics include the measurement and reliability of well-being measures, the relationship between well-being and economic variables such as income and employment, and differences in well-being across various demographic groups. This course is intended for those fulfilling the senior project requirement. Prerequisite, 265 or 266 or 400, and 275, 285. Maximum enrollment, 12. Wu.

513 F Urban Poverty and Inequality.
Topics in microeconomics related to poverty and inequality especially in urban settings. Topics include neighborhood effects, psychological consequences of poverty, education, health, homelessness, discrimination, and network effects. Students will learn to read critically the existing literature. Focus on the methods used to answer important and policy-relevant questions. This course is intended for those fulfilling the senior project requirement. Prerequisite, 265 or 266 or 400, 275, 285 and consent of instructor. Maximum enrollment, 12. Alloush.

560 S Research Seminar.
Each student works intensively on a topic chosen in consultation with the instructor. Weekly meetings held to hear progress reports and to discuss research techniques pertinent to student topics. Candidates for honors must complete this course. Prerequisite, 266 or 400, and 275, 285 and permission of the department. Maximum enrollment, 6. Department.

Education Studies

Faculty
Meredith Madden

Program Committee
Stephen Ellingson (Sociology)
Chaise LaDousa (Anthropology)
Russell Marcus (Philosophy)
Stephen Wu (Economics)

Special Appointments
Barbara T. Britt-Hysell
Tracy Facchini
Richard Hunt
Kim Wieczorek

Characterized by an inquiry-oriented approach to the field of education, coursework in this interdisciplinary minor is integrated into, rather than separated from, the liberal arts curriculum of the College. This course of study is recommended for students who are interested in school administration, public policy and education, school counseling, design and development of curriculum, educational assessment, K-12 private school teaching, graduate studies leading to teaching certification and other related fields. Support from local public school districts allows students to complete upward of 120 hours of field experience in the elementary, middle and/or secondary school environments.

The five-unit minor in education studies consists of 200, 350 and three other courses.

Courses applied toward meeting concentration requirements may not be applied toward a minor in education studies.

200 F Issues in Education.
Exploration of the cultural foundations of the American Public Education system and theories used to analyze and understand education. Study of the impact of key education reform movements on today's dynamic and often troubled pre-K through 12th grade classroom environments. Consideration of several contemporary educational issues from historical, philosophical, scientific, multicultural and pedagogical perspectives. Includes lecture, discussion, multi-media projects and small-group interaction. Department.

201 F Methods of Tutoring English to Speakers of Other Languages.
Prepares students to perform as ESOL tutors by providing discussion of the practical approaches, methods and techniques tutors use in classroom settings. Using a communicative curricula that emphasizes function over form, this course addresses language teaching methods, interactive strategies for integrated learning for non-native speakers or English language learners and limited English proficient students. Discussion of the concept of culture helps tutors recognize the influence of culture on patterns of thinking and behaving, and language acquisition. Course provides students with the Hamilton College ESOL Tutor Certificate of Completion. Fifteen lecture hours and 20 field study and/or service learning hours required. One-quarter course credit. Evaluated Satisfactory/Unsatisfactory. Maximum enrollment, 18. Britt-Hysell (fall), Bartle (spring).

202 S Methods of Tutoring English to Speakers of Other Languages II.
Familiarizes students with ESOL (English for Speakers of Other Languages) methods and materials. Emphasis on

adapting them for tutorial use in various settings. Close examination of refugee communities with primary focus on Utica. Study of cultural, educational, and social effects of refugees. 20 field study and/or service learning hours required. One-quarter course credit. Evaluated Satisfactory/Unsatisfactory. Maximum enrollment, 20. Bartle.

204 S Urban Education.
Shaped by social, political, and economic forces, urban schools reflect diverse societal issues and inequalities. In this course, students will first examine the historical foundation in which issues and inequalities in urban schools are rooted by exploring such topics as urban development and distribution of economic opportunity, migration, immigration, segregation, housing and rezoning. Next, students will explore how inequalities impact urban schools and then how experiences in urban schools reproduce inequalities of access and opportunity to education. Prerequisite, Educ 200, an introductory social science course, or permission of instructor. Meredith Madden.

206 F Pedagogy, Power and the Politics of Knowledge.
Whose knowledge matters? How do students experience claims to knowledge? How does critical pedagogy disrupt traditional hierarchies in educational institutions and foster the inclusion and engagement of multiple voices, experiences and diverse knowledge? This course explores of the theories and praxis of critical pedagogy. Oppression, privilege, power and critical points of transformation will be examined in context of curriculum, instruction, and students' classroom experiences across education contexts (K-12 and higher education). Prerequisite, introductory course in Education Studies or consent of instructor. Maximum enrollment, 20. Meredith Madden.

210 S Curriculum Decision-Making.
The research and scholarship of curricular decision-making is studied to better understand the form and substance of the American public school. Federal and state regulations, standards, and testing processes will be considered when looking at innovative and sometimes controversial curricular plans and models. Case studies, curriculum development activities, and oral reports are used. (Proseminar.) Prerequisite, 200 or permission of instructor. Next offered spring, 2017. Maximum enrollment, 16. Department.

215 S Education, Teaching and Social Change.
This course will analyze teaching as an act of social justice in response to fundamental societal problems and institutionalized inequalities embedded in educational institutions. Through the lenses of critical theory, intersectionality, and pedagogy this course examines educational practices and policies and explores critical methodologies for decolonizing and transforming education in the classroom and beyond, liberating learners, and creating just educational spaces. This course requires field study at the Highlander Center in Tennessee. (Writing-intensive.) Prerequisite, EDUC 200, course in the social sciences, or permission of instructor. (Same as Women's and Gender Studies 215.) Maximum enrollment, 16. Meredith Madden.

241 S Theatre for Social Change; Youth and Education.
The course examines how theatre provokes, promotes and produces social change through engaging with youth. (Social, Structural, and Institutional Hierarchies.) (Proseminar.) (Same as Theatre 241.) Maximum enrollment, 16. Jeanne Wilcoxon.

[250] Technology in Education: Issues and Opportunities.
What is the difference between learning from technology and learning with technology? This course explores the role of technology in learning and critically analyzes the cognitive, social, political, and logistical aspects of education technology in the K-12 public school setting. Students will research and develop a learning model incorporating technology in a proposal for a specific grade range in a public school system of the future. Hands-on experiences critically assessing technology in constructivist based learning are required. Prerequisite, one full-unit education studies course or permission of instructors. Multimodal assignments are required. Maximum enrollment, 20.

297 S Experiencing Empathy.

Explores the education landscape in New Orleans, Louisiana during the years since Hurricane Katrina through on-site interviews and filmmaking. Course involves travel to the city for one week during spring recess. Students engage in approximately 14 pre- and post-travel training and discussion sessions as well as one week of interviewing and filmmaking in New Orleans. Focus on developing empathy through contact with and representations of subjects. May be repeated once for credit. This is a 0.50 credit course. Maximum enrollment, 8. Chaise LaDousa with Phyllis Breland and Janet Simons.

301 S Seminar in Teaching English to Speakers of Other Languages.
Addresses the general principles of language acquisition and pedagogy for teaching English to non-native speakers as a second or foreign language. Specific classroom application of principles and guidelines are emphasized through lesson and unit plan development. Themes are taught interactively, creating a collaborative learning environment that facilitates communicative language teaching focusing on student-to-student interaction and learning. Students finish course with an experiential and theoretical understanding of how to facilitate a quality ESOL classroom. Prerequisite, permission of instructor. Three lecture hours and three field study and/or service learning hours per week. Course provides students with the Hamilton College ESOL Teacher Certificate of Completion. Maximum enrollment, 12. Britt-Hysell.

308 S Curiosity: An Ethnographic Approach.
Examines education as a site to analyze shifting cultural, political, and economic processes. The course will use the concept of curiosity as a fulcrum by which to dig into these debates: who can be curious, about what, when, and why? What are the economic, political, and social processes that enable or constrain curiosity for different populations? Students will create podcasts based on fieldwork across Hamilton's campus. They will use ethnographic techniques to identify the manifestations of curiosity while learning the tenants of rapport building, ethics, and research-based narrative. Prerequisite, EDUC 200 or permission of instructor. (Same as Anthropology 308.) Maximum enrollment, 12. Arjun Shankar.

[311] Youth and Cultural Reproduction.
The notion of youth as a lifespan period has grown in salience and pervasiveness in the world. Explores three major aspects of social scientists' attention to youth: as a category to probe intersections among culture, aesthetics, and class in post-industrial societies; as a means for imagining the relationship between colonial and post-colonial forms of governance; and as a means for tracing the flows of capital among nation-states. Youth thus provides us with a window into pressing concerns in late-20th and early-21st century social science. Prerequisite, 100-level anthropology course or consent of instructor. (Same as Anthropology 311.)

318 F Anthropology of Education.
Examines the school as a site for the reconstruction of cultural difference. Special attention paid to links between schooling and the nation, to connections between schooling and modernity, and to themes such as discipline, value, gender, language and labor. Examples from Bolivia, Tanzania, India and the United States, among other nation-states. Concludes with a consideration of globalization, specifically the rise in neoliberal approaches in the governance of school systems. Prerequisite, one course in anthropology or consent of instructor. (Same as Anthropology 318.) LaDousa.

[333] Design, Development, and Delivery of Instruction.
Study of theoretical and practical approaches to the design, development, delivery, and assessment of learner-centered instruction. Topics include planning and organizing instructional messages, adapting to learner styles, using Socratic discourse, integrating instructional technologies, and identifying classroom teacher prerogatives. Experiential sessions and videotaping. Prerequisite, One full unit Education Studies course or permission of instructor. Maximum enrollment, 18.

335 F Educational Leadership.

Investigation of critical topics/issues/contexts of educational leadership using the pillars of engaged citizenship, social innovation, and transformational leadership. Some topics to be addressed are: Qualities of Leaders; Federal Policies and Leadership; State Leaders, Local Leadership; K-12 Administrators as Leaders; Teacher Leadership, and Parental Leadership (e.g. Opt Out, Advisory Boards, Classroom Volunteers, Parent-Teacher Associations. This seminar will draw on Hamilton's network of education leaders at the Federal, State, and Local levels for in-class lectures and discussions. Prerequisite, EDUC 200 or EDUC 350. Maximum enrollment, 12. Tracy Facchini.

350 F Seminar in Ethnography of Learning Environments.
Systematic observation of a specific learning environment. Examination of classroom discourse and the development and analysis of curriculum. Assessment of the effect social context and relationships have on the enactment of teaching and learning. Prerequisite, 200 and consent of instructor. Maximum enrollment, 12. Department.

370 S Education Practicum.
Applied field experience in a K-12 functional area, including classroom instruction, guidance counseling or school administration. Mentored activities with education professionals. Semester-long placements directed toward analysis and evaluation of educational theories in practice. Prerequisite, 350 and consent of director. Maximum enrollment, 15. Wieczorek.

395N Clinical Teaching Intensive Special Needs.
Each student is assigned full-time teaching responsibilities, under supervision, in a setting with learners with intensive special needs. Includes extensive practicum experience with a focus on teaching and case management. Papers and attendance at weekly seminars required. Course available to students enrolled in the cooperative program at the New England Center for Children; earns two course credits with only one course credit counting toward requirements for the minor in education studies. Evaluated Satisfactory/Unsatisfactory.

415 S Race, Class, Gender, Sexuality, Nationality and Ableism and US Education.
An examination and analysis of intersectionality and the interplay of race, class, gender, sexuality, nationalism and ableism in US education, historically, sociologically, and in terms of policy and praxis in the lives of students and educators. Prerequisite, One course in Women's and Gender Studies and/or Education Studies. (Same as Women's and Gender Studies 415.) Maximum enrollment, 12. Vivyan Adair.

English for Speakers of Other Languages

Barbara T. Britt-Hysell, *Coordinator*
John Bartle (German and Russian Languages and Literatures)

English for Speakers of Other Languages (ESOL) is a program that provides a variety of instructional services to a broad range of students for whom American English is not their first or native language. The program critically engages the cultural traditions and perspectives that challenge a student's analytic discernment while discovering and explaining their ideas and solving problems using higher level thinking and writing skills. We aim to learn and benefit from how culture and language affect learning, speaking, listening, and reading as well as the writing process and the evaluation of academic discourse in the college classroom. Activities include a weekly radio show and a Spectator column called "From Where I Sit" as well as on-going tutorials, weekly conversation tables, pronunciation workshops, an interactive website, and two writing intensive courses.

The courses facilitate ESOL students to sharpen their writing skills for college-level work in all academic disciplines. Both courses focus on teaching students how to organize standard academic essays and how to form clear, coherent arguments at the college level. The 102S is open to all students. Both provide regular academic credit toward graduation requirements and satisfy the College-wide requirements of writing-intensive courses.

101 F The American Academic Essay.
Students will learn how to write deeper, clearer, richer, and more satisfying papers than they have ever written before. This course will explore the techniques and methodologies in the processes of reading, writing, and critical thinking. By experimenting with genres, students will learn to pay attention to what other writers have to say and why and how they make the genre work for them. Students will deepen their understanding of American academic writing, augmenting the confidence and strengthening the skills necessary for college level writing and beyond. (Writing-intensive.) Generally limited to first-year students. Upper class students, see instructor. Maximum enrollment, 16. Britt-Hysell.

102 S The Etymology of American Social Movements.
Words matter. In collaboration with a select group of guest lecturers, we will explore which cultural-symbolic concepts are best applied to understanding social movements across disciplines: history, religion, music, art, philosophy, genetics, and literature. We will examine the ideology of racism and discrimination through the lens of human rights activism, in particular, the reasons why leaders, like Cornel West believe a coalition strategy is the best approach to the American struggle to secure equal rights for all. (Writing-intensive.) Maximum enrollment, 16. Britt-Hysell.

Environmental Studies

Program Committee
Joyce Barry (Women's and Gender Studies)
Peter F. Cannavò (Government)
Onno Oerlemans (Literature)
William A. Pfitsch (Biology)
Alexandra Plakias (Philosophy)
Todd Rayne, Chair (Geosciences)
Julie Starr (Anthropology)
Aaron Strong (Environmental Studies)
Andrea Townsend (Biology)
Janelle Schwartz, *ex officio* (Adirondack Program)

Environmental studies concerns human interaction with the biophysical world. The Environmental Studies Program offers an opportunity to explore that interaction from a variety of perspectives and using the tools of different academic disciplines. A number of departments contribute courses to this interdisciplinary program.

The Concentration in Environmental Studies

The concentration in Environmental Studies encourages both interdisciplinary breadth and depth of study in a discipline. Upon declaring their ES concentration, students also declare a focus academic division in which to pursue their ES program, and work closely with faculty advisors to develop an individualized plan of study. Note that ES 150 is NOT a required course for the concentration.

To avoid redundancy, students double-majoring in Environmental Studies and another field may substitute other courses for specific ES requirements, but ONLY with the approval of their advisor and the Environmental Studies Program Director.

The concentration consists of 13 courses, grouped as follows (see below for lists of specific courses):

1) Five foundational courses distributed among the two academic divisions (these should be taken before the completion of the junior year): 1) natural sciences and 2) social sciences/humanities, including:
- one 100-level Geosciences course AND one of the following lab science courses: any of the Biology 100 courses, Chemistry 120 or 125, or Physics 100, 190, or 200.
- two in the social sciences/humanities, either from the following list or at the discretion of the student's advisor:

Anthropology 272 Anthropology of Food
Archaeology 218 Landscapes: People, Place, and the Past
ES 212 Global Warming
ES 220 Forever Wild: The Cultural and Natural Histories of the Adirondack Park
ES 236 Thought for Food: The Culture and Politics of Food
ES 250 Interpreting the American Environment
ES 255 Gender and the Environment
ES 285 Introduction to Environmental Politics
ES 287 Political Theory and the Environment
ES 334 Environmental Justice Law and Policy
Economics 380 Environmental Economics (prerequisite Economics 101)

Government 360: The Theory and Politics and Place and Space
Literature 267 Literature and the Environment
Philosophy 235 Environmental Ethics

- one additional course selected from the student's focus division (natural sciences OR social sciences/humanities) and in consultation with the student's advisor.

2) ES 210: Gateway to Environmental Studies

3) Four elective courses chosen from a specific discipline at Hamilton College (OR from either the Food Studies or Geography cluster) and within either the natural science or the social sciences/humanities focus division. These courses are intended to provide the student with sufficient depth of understanding to enable competent pursuit of the Senior Project and should be chosen in consultation with the student's advisor. At least three of these electives must be above the 100 level.

4) One data analysis and/or statistics course (taken prior to senior year). Eligible courses include:
Archaeology 380 Geographic Information Systems
Biology 202 Biostatistics
Economics 265 Economic Statistics
Geosciences 380 GIS for Geoscientists
Government 230 Data Analysis
Mathematics 252 or 253 Statistical Analysis of Data
Psychology 201 Statistics and Research Methods in Psychology

5) One elective course with explicit environmental content from outside of one's chosen discipline, to be selected in consultation with the student's advisor.

6) One course in fulfillment of the Social, Structural, and Institutional Hierarchies (SSIH) requirement. NOTE: This need not constitute an additional course to the required 13, but may instead simultaneously fulfill one of the following requirements for the major:
- one of two foundational courses in the social sciences/humanities
- one elective course with explicit environmental content

The following courses fulfill the SSIH requirement (to reflect changes in Hamilton's curriculum, students may choose other courses subject to approval by their advisor):
Africana Studies 233 Geographies of Race and Gender
Anthropology 272 Anthropology of Food
ES 255 Gender and the Environment
ES 334 Environmental Justice Law and Policy
Government 360 The Politics and Theory of Place and Space
History 218 South Asia in the Age of the Anthropocene
Women's and Gender Studies 323 Gender, Health and Technology
Women's and Gender Studies 334 Kitchen Culture: Women, Gender and the Politics of Food

7) ES 550, the Senior Project. Note that students pursuing science- or other empirically-oriented Senior Projects are normally expected to begin their empirical research as ES 549 with a faculty member in the semester (or summer) preceding their enrollment in ES 550. ES 549 can be undertaken as a half- or full-credit course and will be counted toward completion of the ES concentration.

A complete description of the Senior Project is available from members of the advisory committee.

A maximum of four credits may be transferred into the concentration from study off-campus with prior approval.

Students who have earned at least a 3.5 (90) average in courses toward the concentration may receive honors in Environmental Studies through distinguished work on the Senior Project.

The Minor in Environmental Studies

The minor in Environmental Studies consists of five courses: An introductory environmental science course (one of ES150 or an introductory Geosciences course) and four from the Natural Sciences and Social Sciences/Humanities lists above (with the exclusion of introductory biology, chemistry, and physics courses). A student may substitute other courses with an explicit environmental focus, subject to approval from the Environmental Studies Program Director. The five courses must include at least one course from outside the natural sciences. A student may count for the minor at most two courses from a single department, and at most two courses from programs away from Hamilton.

[150 F] Environmental Science and Society.
An introduction to environmental science. Emphasis on scientific understanding of the causes and implications of, and potential solutions for, problems that result from human interactions with the environment. Current environmental problems examined from an ecological perspective. ES 150 is *not* required for the ES major.

155 F Religion in the Wild.
Jesus, Moses, Siddharta, and Mohammed all had significant experiences in the wilderness. These experiences shaped their lives and the religious traditions that they helped found. We will read philosophers, mystics, and spiritual seekers who have gone to untamed spaces for inspiration, right up to the present day. The course begins with a mandatory designated XA orientation trip in August. (Writing-intensive.) Instructor's Permission Only. (Same as Religious Studies 155.) Maximum enrollment, 10. S Brent Rodriguez-Plate.

156 F Making Modern Cities.
This course examines the design of buildings and cities by professional architects, urban planners, and developers in the nineteenth and twentieth centuries. It also addresses utopian projects and theoretical texts that have influenced modern design. We will furthermore illuminate in western and non-western contexts the relationships between the architecture of cities and economic and political processes. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Same as History 156.) Maximum enrollment, 18. Trivedi.

157 S Environmental History: An Introduction.
This course introduces students to environmental history by examining both foundational scholarship and new research in the field. It will explore the methods and sources—including texts, images, sounds, artifacts, and site visits—that historians use to uncover the natural environment's past. As an introduction to the history of the natural environment, this course equips students to pursue new areas of inquiry and provide them with a different lens through which to view familiar topics. (Writing-intensive.) (Same as History 157.) Maximum enrollment, 18. Simons.

160 S Carbon Footprints and Sustainability.
What is a carbon footprint? Is it a useful concept? What are the scientific, social and economic implications of measuring environmental impacts through the billion dollar industry of sustainability accounting? In seeking to answer these questions, this course uses the concept of the carbon footprint as a lens through which to understand and critically assess scientific, economic practices and social discourses around sustainability as it is practiced across American and global society today. (Writing-intensive.) This course is open to first-year students only. (First Year Course). Maximum enrollment, 18. Aaron Strong.

[167] May the Forest Be with You: Ecology and Youth Literature.
Examination of issues that address environment concerns popular in German-speaking nations from the conservative idealism of the late 19th century to the radical environmentalism of the 1960s. Close readings of texts informed by

theory and other media such as film, music, and technology. The goal of this course is to better understand these works, the ecological questions they raise, and how they intersect with the culture(s), history, media, politics, economy, and identity in modern Europe. Taught in English. No knowledge of German required. (Same as German Studies 167.)

210 S Gateway to Environmental Studies.
This course presents the core literature, theories, and concepts in environmental studies, with a focus on the emerging discipline of sustainability science. It will provide a comprehensive foundation for interdisciplinary study of contemporary environmental issues that will prepare students for more advanced work on the biophysical, social and human dimensions of environmental problems, including problems at the food-energy-water-climate nexus. The course will also introduce a series of analytical tools and methodological approaches to environmental research design in environmental studies. Prerequisite, Two Environmental Studies or related courses, or permission of the instructor; preference will be given to sophomores choosing to major in Environmental Studies. This course is a required component of the Environmental Studies concentration and preference is given to sophomores planning to major in Environmental Studies. Aaron Strong.

212 F Climate Change.
This course investigates the scientific, social, economic and political dimensions of anthropogenic climate change, including our scientific understanding of its causes, its local and planetary human and ecological impacts, and the potential for technological, social and policy solutions. Throughout the course, we critically examine the roles of public policy and international negotiations in developing equitable mitigation and adaptation strategies to combat the totalizing problem of our times. Prerequisite, One semester of science or permission of instructor for first year students. (Same as Government 212 and Geosciences 212.) Strong.

218 F Landscapes: People, Place, and the Past.
This course explores the deep histories of economic, socio-political, and ritual landscapes, and the tools that archaeologists use to study them. Landscapes, as both physical and cultural entities, are important spaces for human interaction. Archaeologists are uniquely positioned to examine the relationships among people, place, and the environment in the past. This course will link archaeological landscapes to modern issues of development, human-environment interaction, and social change. Prerequisite, 106 or consent of instructor. (Same as Anthropology 218.) Maximum enrollment, 24. Colin Quinn.

220 F,S Forever Wild: The Cultural and Natural Histories of the Adirondack Park.
Study of America's largest inhabited wilderness. Survey of natural and cultural histories of the park and examination of ecological, political and social issues. Study of literary, scientific, historical and political texts. Exploration of environmental issues such as acid rain, development and land-use, predator re-introduction and population controls. Prerequisite, one course in literature, biology, geology or environmental studies. May count toward a concentration in environmental studies. Field trip required. Open to sophomores, juniors and seniors in the fall. Oral Presentations. Writing-intensive (Spring). (Same as College Courses and Seminars 220.) Maximum enrollment, 16. Oerlemans (fall), Teerie (spring).

[226 S] MATLAB for Earth and Environmental Sciences.
A basic introduction to the MATLAB® programming language and computing environment as a tool for studying the Earth. We will explore Earth science questions using image analysis, numerical modeling, and the visualization of real data while covering the fundamentals of working in the command window, using arithmetic and logical operations, calling built-in functions, and writing scripts. (Quantitative and Symbolic Reasoning.) Restricted to declared Geoscience or Environmental Science concentrators, or by permission of the instructor. (Quantitative and Symbolic Reasoning.) (Same as Geosciences 226.) Maximum enrollment, 13.

235 F Globalization and Agriculture.
How has globalization shaped agriculture? Why is this relationship fraught? This course examines the history and

current state of the global food system. We explore tensions between food security and food sovereignty; racial, classed and gendered effects of export-driven agriculture; colonial precursors to global commodity chains; the rise of transnational agrarian movements; and conflicts related to immigration, labor, land use, environmental pollution, climate change and intellectual property. Throughout the semester, we map and reflect on our own relationships to "globalized agriculture." Priya Chandrasekaran.

[236 F] Thought for Food: The Culture and Politics of Food.
A multi-disciplinary approach to study of the food system. Examination of the origins of culinary traditions, contemporary politics of the food movement, the GMO debate, food sovereignty, hunger and food security, and Slow Food. Laboratory sessions include activities in the Community Farm, tastings, and cooking instruction with the college. (Same as College Courses and Seminars 236.) Maximum enrollment, 12.

237 S Food for Thought Introduction to the Science of Food.
An interdisciplinary exploration of food with focus on nutrition biology of food and food science; the history of food and contemporary issues related to food production and the food industry. Tastings, films, gardening. (Proseminar.) Prerequisite, one course in Biology or Chemistry. (Same as College Courses and Seminars 237.) Maximum enrollment, 16. J Townsend.

250 F Interpreting the American Environment.
A survey of responses to and interpretations of the American landscape. Study of historical, political, literary, and critical texts. Puts contemporary environmentalism in a historical and geographical perspective. Emphasis on changing notions of wilderness, urban development and the cultural contexts of expansion and development. Environmental Studies and related faculty.

[255 S] Gender and Environment.
The theoretical, historical and material links between gender and the natural world. We explore how the social category of gender relates to environmental issues, but also focus on how other human differences based on race, class, sexuality and nation connect to the so-called "non-human environment." The course begins with feminist historical and theoretical analysis of the links between gender and environment, including examinations of Ecofeminism and Deep Ecology. Building on this foundation, we then explore Health and Technology, Environmental Justice, and Global Climate Change. (Writing-intensive.) (Same as Women's and Gender Studies 255.) Maximum enrollment, 18.

263 S Political Ecology of Tourism.
This course explores the environmental implications of the global tourism industry. Case studies of tourism in the Caribbean and East Asia offer perspectives on environmental histories of tourism; the political ecology of consumption; and problems of cultural authenticity and place-making. Students will draw on ethnographic and policy-based readings. By studying the patterns and governance of one of the world's fastest growing economic sectors, students will investigate "tourism" as both a cause and effect of globalization and its attendant localization movements. (Same as Anthropology 263.) Maximum enrollment, 12. Andrea Murray.

[285 S] Introduction to Environmental Politics.
An overview of environmental politics, domestic and global. Topics include the environmental movement and its history and values, anti-environmentalism, environmental policy analysis, the relation between environmental science and politics, the domestic and international environmental policy processes, the North-South debate, globalization, race and environmental justice, and the implications of environmental politics for liberal democracy. Students will explore these topics directly and through selected policy issues, including forest politics, sprawl and climate change. (American Politics) (Same as Government 285.)

287 F Political Theory and the Environment.
What is the relationship between theorizing about politics and theorizing about nature? Explores how conceptions of

the natural world and our relationship to it have shaped political thought since ancient times and how contemporary "green" political thinkers attempt to craft principles for an ecologically responsible society. (Political Theory) (Same as Government 287.) Cannavó.

305 F Seminar on Climate Risk and Resilience.
An exploration of our scientific understanding of the risks of climate change. Focused on the primary scientific literature, this course covers risk and vulnerability assessments, climate modeling and scenario development, remote sensing and observational data interpretation, critical thinking about scientific articles, and use of scientific evidence to understand the risks of extreme weather events, sea level rise, and other manifestations of anthropogenic climate change. Discussions will emphasize how climate science informs how we can make society more resilient to climate risks. (Quantitative and Symbolic Reasoning.) (Proseminar.) Prerequisite, One Environmental Studies Science Foundation course. Maximum enrollment, 16. J Townsend.

310 S Seminar: Native Ecologies.
This interdisciplinary seminar explores the traditional ecological knowledge (TEK) of indigenous peoples. Drawing upon scholarship from such diverse fields as acoustic ecology, ethno-ecology, ethnography, geography, environmental history, Native American and Indigenous Studies, and religious studies, we will examine indigenous knowledge about particular species and relationships between them. (Same as Religious Studies 310.) Maximum enrollment, 12.

318 F Environment, Natural Resources and Conflict.
Conflict is an unavoidable part of environmental management and policy development. This course will use an environmental/natural resource lens to introduce theories of conflict and conflict management. Students will study the causes and dynamics of conflicts; consider the role of culture, identity, and scientific expertise in conflict escalation and resolution; and learn conflict resolution techniques. Using case studies and simulations, students will learn to analyze and map conflicts, from simple disputes to “wicked” conflicts, and practice conflict resolution skills. (Speaking-Intensive.) Prerequisite, One course in Environmental Studies or Government. Maximum enrollment, 20. Alma Lowry.

334 F Environmental Justice.
This interdisciplinary seminar examines environmental justice as a movement and concept. We interrogate and discuss the historical role of racism, heteropatriarchy, colonialism and globalization in (re)producing and justifying place-based environmental contamination and toxicity. Through close analysis of case studies in the US and the Global South, students analyze and present on how disenfranchised groups have made political demands, scaled up, forged solidarities, asserted climate justice, challenged state and corporate projects and conducted citizen science in rural and urban settings. (Proseminar.) Prerequisite, One course in Africana Studies, Government, Environmental Studies, or Women’s and Gender Studies. Not open to first-year students. Maximum enrollment, 16. Priya Chandrasekaran.

[354 S] The History of American Exploration and Outdoor Adventure.
This research course examines how the history and culture of the United States is bound up with that of the discovery and exploration of the New World. A focus on the meaning of that legacy for Americans from the 19th century on. Topics covered will include military exploration and surveys of the west, the development of a wilderness and a conservation ethic, and the growth of mountaineering and similar outdoor endeavors. (same as Environmental Studies 354.) (Writing-intensive.) Prerequisite, one 200-level U.S. history course, or consent of instructor. (Same as History 354.) Maximum enrollment, 18.

367 S The History and Literature of Himalayan Mountaineering, from the 19th Century to the Present.
Examines Himalayan mountaineering over the past 150 years, and its roots in imperial expansion, national competition, and cultural and social evolution. Topics include mountaineering in the age of empire, George Leigh-Mallory’s death on Everest, American mountaineering in the Himalaya, conquest of the 8,000 meter peaks, Sherpas' role in mountaineering, and the rise of commercial mountaineering. Special attention to mountaineering on Everest. Includes an optional two-week, spring break trip: students, supervised by Hamilton's Outdoor Leadership program, will trek in

Nepal's Everest region. (Writing-intensive.) (Same as History 367.) Maximum enrollment, 18. Maurice Isserman.

373 S Conservation Biology.
Survey of the conservation of biological diversity from genes to populations to ecosystems. We will explore current ideas and literature in protecting, preserving and restoring biodiversity and ecosystem function. Discussion of ecological foundations, techniques to study conservation (e.g., technological, molecular, habitat restoration), and policy issues. We will examine causes of diversity loss such as habitat loss, and how conservation planning can help mitigate losses in the face of continuing anthropogenic pressures such as fragmentation, pollutants and climate change. (Proseminar.) Prerequisite, One laboratory science course. (Same as Biology 373.) Maximum enrollment, 16. C Briggs.

549 F,S,Su Preparatory Research for Senior Project.
Students doing experiments, data-gathering, or other significant empirical or field work in preparation for their senior project should carry out this work prior to taking 550 and under the guidance of their thesis adviser. This research course is generally done in the fall of senior year, but in certain circumstances may be completed in the spring of junior year or the summer before senior year. Depending on the extent of their research, students may take this course for full or half credit. Environmental Studies and related faculty.

550 F,S Senior Project.
An independent study developed in consultation with a faculty advisor and the environmental studies advisory committee to explore in detail an environmental topic, culminating in a substantial research paper and oral presentation. Proposals for Senior Projects are developed with a faculty advisor and submitted to the ES advisory committee prior to course registration. Prerequisite, Permission of instructor. The Program.

Foreign Languages

Martine Guyot-Bender, chair
Anne Feltovich
M. Cecilia Hwangpo
Masaki Kamia
Edna Rodriguez
Zhuoyi Wang

A concentration in foreign languages requires the completion of ten courses, at least five at the 200-level and above in each of the languages; it also requires a senior project/thesis in one of the languages of study. Study abroad in both languages is recommended. All concentrators in foreign languages are also required to take a language proficiency test in the two languages during senior year. Foreign language majors fulfill the Social and Structural Institutional Hierarchy requirement by following the rules of one of the languages involved in their major (see home page of language department). Students should have an advisor in each of the languages. Each department involved in the major has specific requirements with which students must comply. See below:

Chinese
Two 200-level
One 300 level
One 400 level
If Chinese is chosen for the thesis, a research paper written with Chinese and English material will be required and defended in Chinese.

Classics (Latin or Greek)
Two 300-level courses in either Latin or Greek
Senior project will be determined in consultation with the department.

French
Two 200-level
One 300- or 400-level
One 400-level during senior year
If French is chosen for the thesis, a research paper written and defended in French will be required.

Hispanic studies
Two 200-level
One 300-level
One 400-level during senior year
If Hispanic Studies is chosen for the thesis, a research paper written and defended in Spanish will be required

Japanese
4 courses in Japanese at the 200 level or above
1 course in translation at the 200 level or above
If Japanese is chosen for the thesis, a research paper written and defended in Japanese will be required.

Students are advised to begin, or continue, their study of a foreign language early in their college career.
The College administers study abroad programs in China, France and Spain. In addition, Hamilton is a member of the

Intercollegiate Center for Classical Studies in Rome and the American School of Classical Studies in Athens. (For further information, see "Academic Programs and Services.")

Instruction in the following languages is offered at Hamilton:

Part of the foreign language major:
Chinese (see East Asian Languages and Literatures)
French (see French)
Greek (see Classics)
Japanese (see East Asian Languages and Literatures)
Latin (see Classics)
Spanish (see Hispanic Studies)

Not part of the foreign language major
Arabic (intermediate level, see Critical Languages)
Italian (intermediate level, see Critical Languages)
German (see German and Russian Studies)
Russian (see German and Russian Studies)
Other languages (see Critical Languages)

French

Faculty
Martine Guyot-Bender
Roberta Krueger
Cheryl Morgan (on leave 2019-20)
Claire Mouflard (on leave 2019-20)
Joseph Mwantuali, *chair*
Katarzyna Stempniak
Yen Vu

Special Appointment
Emma Flacard

GENERAL
A concentration in French and Francophone Studies consists of nine courses numbered 140 or higher. All courses must be taught in French and include: one course focusing on writing (200); one course in text analysis and critical reading (211, 212, or approved equivalent); one course focusing on historical/social/cultural/political aspects of France (250, 285 or approved equivalent); one course focusing on historical/social/cultural/political aspects of another Francophone area of the world or African/North African diaspora in France (280, or equivalent); two 400-level seminars during senior year, one each semester; two electives beyond Fr 200 taken on campus or abroad. Majors fulfill the Social, Structural, and Institutional Hierarchies requirement by taking a course that focuses on historical/social/cultural aspects of any Francophone areas of the word, including France (250; 285; 280 or approved equivalent).

Note: At least one course taken for the concentration must include literature, history or the arts from before the twentieth century.

Any course in the arts and the social sciences offered by another department and concentrating specifically on France or another Francophone region can satisfy one of the 200-level culture courses requirement but does not count as one of the nine concentration courses. The student would need to take a third elective.

With the department's permission, students who start their study of French at Hamilton in French 110 and attend HiF or another approved Francophone program abroad entirely conducted in French (e.g. Hamilton in France) for at least one semester may count 130 toward the total of nine courses for the major.

Students placed by the Department in or above French 200 and who complete the course in the Fall semester of their first year may count one course taught in English from another department that focuses specifically on France or another Francophone area of the world as part of the nine courses.

SENIOR YEAR
During their senior year, concentrators must: 1) enroll in at least one 400-level course during both the fall and spring semesters; 2) complete a senior paper in conjunction with one of the 400-level seminars; 3) participate in an assessment of their oral proficiency in an interview conducted by outside examiners.

Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year. A complete description of the Senior Program is available in Christian Johnson 202.

HONORS
Students with a cumulative average of A- for the nine courses in the Department are eligible for honors. A senior completing an independent research project in 550 is exempted from writing the senior paper in the spring seminar, but is expected to complete all the other assignments.

MINOR: A minor in French consists of five courses numbered 140 or higher, including at least one course focusing on literature (211, 212 or other) and one course at the 300 level or higher.

COURSES IN ENGLISH
The Department offers a limited number of courses in English on French and Francophone topics that may be of interest to students from any number of departments. Please see French 160 and French 240 below at the end of the list.

HAMILTON IN FRANCE

Open to students in good standing at the Fr 140/200 level, Hamilton in France is fully integrated with Hamilton's academic program. It can enhance every student's studies, regardless of his or her major.

After a preliminary orientation in Biarritz in the Basque Country (Fall) or in Paris (Spring) and in consultation with the director, students choose to enroll in courses among those designed for Hamilton students and those offered at various Paris universities and post-secondary institutions in all academic fields.

Depending on their linguistic ability and academic preparation, HiF students may choose from among a wide variety of courses in the Arts and Art History, Cinema, Economics, French language and literature, History, Music, Philosophy, Political Science, Natural Sciences and Math, Sociology, and Theatre, at the University of Paris 3, Paris 6, Paris 7 or at institutes such as the Institut d'Etudes Politiques, the Institut Catholique and the Ecole du Louvre. With permission of their department, majors in the Arts may take courses in their field including Studio Art, Photography, and Theater. For more complete information refer to hamilton.edu/academics/offcampusstudy/france

All courses taken through Hamilton in France count toward Hamilton's graduation requirements. In addition, students with concentrations other than French and Francophone Studies may, with approval from the appropriate department, apply HiF courses to their concentration (e.g. Political Science, History).

While the French and Francophone Studies department believes that far greater linguistic and cultural benefits are gained from an academic year in France than from a semester, Hamilton in France program welcomes students for either a full academic year or for one semester. Concentrators and other engaged language students are encouraged to participate in the nine-month program.

110 F Elementary French.
A thorough grounding in speaking, writing, reading and comprehension for beginners. This is an intensive, interactive course in which students make rapid gains in oral fluency and are able to read short texts. Textbook readings, daily on-line and written exercises supplemented by short texts and films. Prerequisite, For students with no prior experience in French. Four hours of class, plus one session with a teaching assistant. First-year students who follow the sequence through 140 may qualify for Hamilton in France, with consent of the director. Maximum enrollment, 20. Stempniak.

111 S Power Accelerated Beginners' French.
This fast-paced course covers two semesters of beginning French. Students receiving a B can enroll in Fr 130 in subsequent fall and be eligible to apply to Hamilton in France the following year. This highly interactive course emphasizes conversation and vocabulary acquisition before moving toward reading, written communication and discussion of cross-cultural issues through film and texts. The course meets five times a week plus conversation sessions and/or lab. Designed for students who have taken some French before (no more than one year in high school)and motivated true beginners. (Speaking-Intensive.) (Proseminar.) Prerequisite, No more than one year of high

school French. Maximum enrollment, 16. Guyot-Bender.

120 S Second-Term French.
Increased instruction in aural comprehension, speaking, reading and writing. In 120, students engage in more in-depth conversation topics and writing assignments about everyday life and cultural topics related to French-speaking areas around the world. Four hours of class, with additional independent drill and laboratory work as well as Internet exploration. Prerequisite, 110 or placement in 111/120. Although a natural continuation of 110, 120 can be taken independently. First-year students who follow the sequence to 140 may qualify to attend Hamilton in France. Maximum enrollment, 16. TBA (Spring).

130 F,S Communication in Francophone Cultural Contexts: Intermediate French I.
The diversity of the French-speaking world provides the focus for active student engagement toward the acquisition of greater proficiency in speaking, comprehending, reading, and writing French. Reinforcement of major grammatical structures, regular oral practice and conversation, readings in contemporary cultures and social issues. Incorporates texts, film and other media as the basis for discussion, debate, exposés and short compositions. Three hours of class and session with teaching assistant. (Proseminar.) Prerequisite, 111, 120 or French placement exam. Maximum enrollment, 16. K Stempniak.

140 F,S Communication in Francophone Cultural Contexts: Intermediate French II.
This intermediate-level French course is based on short plays and other texts. Focus on speaking, listening and reading ability to express ideas and arguments with precision and nuance. Review of advanced grammar structures and expansion of vocabulary to develop strategies in expressing preferences and opinions. Analysis of texts and films develops critical thinking in French. Activities such as debate, discussion, and written assignments. Conducted entirely in French. Prerequisite, 130, placement exam, or consent of instructor. Maximum enrollment, 20. Mwantuali (Fall); TBA (Spring).

200 F,S Written and Oral Argumentation Through Contempory Texts.
An intensive course focusing on oral and written argumentation, proper nuanced expression, improvement of syntax and vocabulary-building strategies through the exploration of contemporary literary and cultural texts. Fall program focuses on the analysis of Simone de Beauvoir's societal novel Les belles images (1967) and films on contemporary issues. Additional mandatory discussion session. (Writing-intensive.) Prerequisite, 140 or placement exam; heritage speakers with instructor permission. Regular class meetings plus a weekly discussion session with a teaching assistant. Maximum enrollment, 16. Guyot-Bender (Fall); Krueger (Spring).

211 F Introduction to French Lit I: Transgression and Confusion in Early French Literature.
An introduction to French literature, this course explores the representation of transgression of gender and social hierarchies and the confusion of identities in texts from the Middle Ages to post-revolutionary France. Texts studied range from Aucassin et Nicolette to Claire de Duras' *Ourika*. (Proseminar.) Prerequisite, French 200, appropriate score on placement exam, or consent of instructor. Maximum enrollment, 16. Krueger.

212 S Introduction to French Literature II: All in the Family: Family Conflicts in French Literature.
This course provides an introduction to French literature and culture through study of a particular literary theme from the Middle Ages to the present: family tensions, intergenerational conflicts, marital discord, and strained relations between mothers, fathers, sons, and daughters. Authors or directors studied include Marie de France, Corneille,Isabelle de Charrière,Balzac, François Mauriac, Marguerite Duras, Annie Ernaux, and Cédric Klapisch. (Proseminar.) Prerequisite, French 200, appropriate score on placement exam, or consent of instructor. Maximum enrollment, 16. Krueger.

[240] Maghreb Literature in French: Traditions and Modernity.
This course provides an introduction to North-African literature written in French, through texts of authors who have

emigrated to France. From the Algerian War to the Banlieue Riots, this course explores the following themes: colonialism and postcolonialism, bilingualism, cultural and national identity, secularism and religion, gender and sexual identity, literary identity and authority. Authors include: Sebbar, Mokeddem, Begag, Ben Jelloun, and Slimani. Counts toward the concentration. Prerequisite, 200 or consent of instructor. Taught in French. Maximum enrollment, 16.

250 F Exploring Contemporary France: Current Events.
An analysis of selected current events and trends in the larger context of France's history, geography and sociopolitical forces. The course alternates readings from a textbook, recent media and films on current events. Topics include youth cultures, the collusion of national and religious identities, labor laws, environment and the recent debate that opposes Gilets Jaunes and president Macron. Engaged participation in class discussion expected. Short written assignments and longer final research paper/presentation. Taught in French. Prerequisite, French 200, appropriate score on placement exam, or consent of instructor. Maximum enrollment, 16. Guyot-Bender.

276 S Francophone Theaters.
An exploration of diverse playwriting techniques and themes in different French-speaking areas. Plays read or watched on video. Assignments include text analysis as well as dramatic readings and/or reenacting scenes from the plays. Authors read include: Michel Tremblay and Marie Brassard (Québec), Aimé Césaire (Martinique), Maryse Condé (Guadeloupe), Mikanza Mobyem (Congo-Kinshasa), Marie Ndiaye, Sartre, Camus, Beckett, or Ionesco (France), Guillaume Oyono Mbia (Cameroun), Guy Régis Jr. (Haiti), Sony Labou Tansi (Congo-Brazzaville), and Werewere Liking (Cameroun-Côte d'Ivoire). Prerequisite, French 200 or permission of the instructor. Maximum enrollment, 16. Joseph E Mwantuali.

[280 S] Francophone Cultures.
An introduction to cultures of French-speaking areas beyond the Hexagon: Africa, the Caribbean, Canada. Topics include the history of slavery, colonization and neo-colonization; literatures; sculptures, masks, paintings; fashion; and cuisines. Discussion based on readings, films and presentations by native informants. Taught in French. Prerequisite, French 200, appropriate score on placement exam, or consent of instructor. Instructor's consent also required for those returning from study in France. Maximum enrollment, 16.

[285 F] 1968: Is Paris Burning?.
In May 1968, France experienced social unrest on an unprecedented scale: massive student demonstrations preceded a general labor strike by millions of workers from all sectors of employment. Social and political unrest characterized the moment, but the "events of May" also challenged existing forms of knowledge and the very nature of language. Explores post-war French history and concurrent developments in the university, the arts and intellectual life. (Social, Structural, and Institutional Hierarchies.) Prerequisite, 200 or consent of instructor. Taught in French. Maximum enrollment, 16.

298 F,S What's New? Improving Oral Communication in French.
Emphasis on acquiring oral proficiency both in terms of spoken French and of general communication. Work centers on improving pronunciation, acquiring vocabulary, and developing communication strategies. Exploration of contemporary topics in French media through a number of oral intensive assignments culminating in a final presentation. (Speaking-Intensive.) (Proseminar.) Prerequisite, French 200, appropriate score on placement exam, or consent of instructor. Oral intensive. Half-credit. Can be taken no more than two times. Maximum enrollment, 16. Stempniak.

[346 S] Matter of Taste: Food Cultures in France and the Francophone World.
The course presents a socio-historical survey of food practices and culinary arts from the French Middle Ages to the present, including the influence of African, Asian, Caribbean, and Middle Eastern cultures on French food today. Topics include: medieval cookbooks and royal banquets; etiquette; the language of cooking; regional cuisines in France and beyond; haute cuisine; restaurant culture; dining and cooking in literature and film; food and social class; food

politics. Assignments include food journal; response papers; oral presentation; and a final project. Taught entirely in French. Prerequisite, Any 200-level French course.

356 S Writing the Self: Autobiography Across the Francophone World.
Exploration of the autobiographical experience of French-speaking authors from France, the Caribbean, and Africa, in memoirs, auto-biographies, journals, diaries, and film. Consideration also of the different cultures, sexes, and social contexts. Authors/filmmakers may include Michel Leiris, Simone de Beauvoir, Jean-Paul Sartre, Maryse Condé, Assia Djebar, Camara Laye, Mariama Bâ, Ken Bugul, Moufida Tlatli, Maïwenn, Zakia Tahiri, The final project consists of writing an autobiography/literary journal or diary (real or fictive), or producing an autobiographical short film. Taught in French. (Proseminar.) Prerequisite, 211 or above, or consent of instructor. Maximum enrollment, 16. Mwantuali.

[365 S] Adventures and Encounters in Travel Literature in French.
From Montesquieu's Lettres Persanes to Tintin's adventures in Asia, this course explores the concept of travelling in all its forms: the thirst for adventure in a foreign land, colonial travels, the forced voyage of exile and immigration, and even space travel. The historical and sociocultural components of various texts of the travel literature genre in French are examined in context. Authors include Montesquieu, Voltaire, Saint-Exupéry, Marcel Aymé, Hergé, Gisèle Pineau, Kim Thuy, and Amélie Nothomb. Students will write their own fictional récit de voyage in the form of a travel journal. Prerequisite, 211 or above, or consent of instructor.

374 F African Cinemas.
An introduction to the cinema of Africa. This course is a study of major cultural and socio-political issues as well as of techniques, and the crucial question of "language(s)" in African cinemas, from the colonial to the post-colonial era. African filmmakers include Raoul Peck, Ngangura Mweze, Ousmane Sembene, Assia Djebar, Amadou Saalum Seck, Raymond Rajaonarivelo, Kwaw Ansah, Djibril Diop Mambety, as well as some non-African directors such as Thierry Michel and Tristan Boulard. Taught in French. Prerequisite, One 200-level course or above, or consent of the instructor. Mwantuali.

[404] Arthurian Legends and the Creation of Courtly Culture in Medieval France.
This course examines the representation of social relationships in tales of King Arthur and the Round Table. Works and authors include Geoffrey of Monmouth, Marie de France, Lancelot and Perceval, La Quête du Saint Graal and La Mort du Roi Arthur, fabliaux and didactic texts (all read in modern French translation). Topics include the construction of gender roles ; dress and fashion; the politics of the court; and the role of clerics and readers in the definition of courtly culture. Oral exposé and brief papers on subjects that may bring in other disciplinary interests . Prerequisite, French 211 or 212 or consent of the instructor. Maximum enrollment, 12.

406 S What's so Funny? Laughter and the Comic in French Culture.
What makes us laugh, and what is the social function of comedy? This course examines French comic literature, film, theater and performance from medieval fabliau and farce, modern comic fiction and theater, to contemporary cinema and stand-up comedy; works of imagination are read against the theories of Aristotle, Joubert, Baudelaire, Freud, Bergson, and Bakhtin. Authors and artists include Rabelais; Molière; Voltaire; Georges Feydeau; Albert Jarry; Eugène Ionesco; Jacques Tati; Agnès Jaoui; and Gad Elmaleh. Work includes a personal *carnet du rire*, an oral presentation, and a longer project. Prerequisite, 211 or above, or consent of instructor. Maximum enrollment, 16. Krueger.

[414 S] East Meets West: Cultural Encounters with the Other in the Middle Ages and Beyond.
This course focuses on representations of Christians and Muslims in Old French literature that centers around or departs from the medieval Mediterranean world during a time of great political conflict but also fertile intercultural exchange. Texts include the *Chanson de Roland*, *Floire et Blancheflor*, Marco Polo's *Livre des merveilles de Constantinople*, the *Fille du Comte de Ponthieu*, Montesquieu's *Lettres persanes*. Prerequisite, French 211 or 212 or the equivalent. Offered occasionally Maximum enrollment, 16.

[415] Out in the City: Nineteenth-Century Paris.
Examination of the ways in which an increasingly modern Paris looms large in the 19th-century imagination. Explores developments in the arts (drawing, caricature and photography) and writing (journalism and literature) to examine topics such as money, pleasure, looking, flânerie, fashion, social class and gender within the context of urban decay and renewal. Attention to the historical and social geography of Paris complements study of writers such as Balzac, Girardin, Baudelaire and Zola and artists such as Daumier, Nadar, and the impressionists. (Proseminar.) Prerequisite, one 300-level course or consent of instructor. Maximum enrollment, 12.

[418] Place and Space in 20th/21st-Century French Literature and Film.
The course will focus on novels and films which titles include a place name. It will explore how place and space shape characters, their past, and aspiration for the future, and how texts shape those spaces in words and images. We will speak about "l'espace littéraire et l'espace filmique" to deepen our understanding of the relationship between text and place. Reading list includes Hiroshima mon amour (duras); Quartier perdu (Modiano); Onitsha (Le Clezio), and contemporary novels by Oster and Toussaint. Films will include Le Havre, Outremer, some films with "Paris" in their titles. Prerequisite, Study abroad, or 300. Very strong students with 211 or 212. Maximum enrollment, 12.

[420 F] Women's Writing in Contemporary France.
Examination of current trends in French women's writing with attention to the cultural locations of its various forms such as the crime novels, autofiction, memoir, and satire. Authors may include Varga, Despentes, Ernaux, Calle, Sebbar, Ndiaye, Bouraoui, Cusset, and Angot. (Proseminar.) Prerequisite, French 211, or permission of instructor. Taught in French. Maximum enrollment, 16.

[421] Romance, Revolution, and Rebels in the 19th-Century French Novel.
This course will examine emerging and competing forms of the French novel in the first half of the 19th century, exploring their engagements with romantic individualism, sentimental fictions, recent history and, ultimately, realist aesthetics. Authors studied may include Hugo, Balzac, Duras, Sand Girardin, Stendhal and Flaubert. Prerequisite, one 300-level course or consent of the instructor. Maximum enrollment, 16.

[423] Gender and Immigration.
. In-depth study of authors and filmmakers of the North African and Caribbean diasporas who, while French nationals residing in metropolitan France and writing in French, are still often considered outsiders to the French literature realm. Focus on postcolonial women writer ethnic and gender stereotypes in the texts (novels, short stories, films); examination of the paratext (publishing materials, online and print media) of twentieth-century and early twenty-first century "female" postcolonial literature in France. Readings include works by Samira; Beyala; Bouraoui; Pineau. Prerequisite, One 300-level course; or instructor's permission. Maximum enrollment, 12.

[428 F] Post-War Cinematographic Memory.
Based on three chapters of recent French history (the Occupation and the Holocaust; relationship with Algeria; May 1968 and social unrest), investigates how filmmakers mediate individual and national memories through moving images. The films will be considered in the context of recent historiographical material, theoretical discourse on cinema, and very specific cultural policies in France, as well as popular events around cinema. Includes about 10 movies. Some Friday afternoons will be reserved for film screenings. Prerequisite, one course at the 300-level or above. Maximum enrollment, 16.

432 S Picturing War in Twentieth-Century France.
Examines various representations of the wars that have marked 20th-century France. As tragic as wars are, they inspire texts in an unlimited variety of formats and media and tones (tragic, ambiguous, mundane and comical) that respond to specific needs, and impact their "public" in different ways. Course material includes 20th-century novels, fiction and documentary film; paper and electronic news media; monuments and museums, popular forms of expression (soldiers' letters, jokes, songs, games); and other visual arts. Prerequisite, one 300-level course or consent of instructor. Course

may include off-campus visits. Maximum enrollment, 16. Guyot-Bender.

[435] Reality as Fragment: Surrealism, the Absurd and Commitment between World War I and World War II.
Examines the artistic reaction to World War I and its anticipation of World War II with a focus on what is known as the Surrealism movement and on authors/thinkers who systematically questioned social and political assumptions about coherence and meaning through dream, studies of the self, idealism and ideology. Readings in Proust, Colette, Aragon, Breton, Malraux, Michaux and Yourcenar. Class material includes poetry, narratives and the visual arts as well as a study of Renoir's 1939 movie "La Regle du jeu." Prerequisite, French 211 or 212, or consent of the instructor. Maximum enrollment, 16.

438 F The Mediterranean world in French literature and culture, from the Crusades to pre-colonization.
This course focusses on the representation of Mediterranean cultures in French literature from the medieval Crusades to the first colonial incursions into North Africa. Texts studied range from the Chanson de Roland to Montesquieu's Lettres persanes. Topics include the portrayal of Muslims and ethnic and religious others; gender and violence; religious conversion; race and nation; and imperial aspirations and loss. Prerequisite, 211 or above, or consent of instructor. Priority will be given to senior concentrators. Maximum enrollment, 16. Krueger.

[455 F] The African Novel.
Critical examination of the novel's evolution from the colonial period through independence and on to post-colonial writings. The search for authenticity and answers to problems of narrative techniques, oral and written traditions, African feminism, politics, cultures, and the role of the writer. Authors include Lomani Tshibamba, Sembene Ousmane, Nafissatou Diallo, Aoua Kéita, Daniel Biyaoula, Ahmadou Kourouma, Henri Lopes, Calixthe Beyala, Aminata Sow Fall, Ken Bugul, Mariama Bâ, and Werewere Liking. Taught in French. Prerequisite, 300-level course; or instructor's permission. Maximum enrollment, 12.

550 S Senior Independent Research Project.
Independent study program consisting of the preparation and oral presentation of a paper in French. Only students having an average of A- or better in courses counting toward the concentration at the end of the first semester of the senior year may qualify. Registration is only by consent of instructor. The Department.

Courses in translation, taught in English
[160] History of French Cinema (in English): Labor on Film.
This First-Year course offers an overview of major movements of French cinema's long and significant history. This year's topic is the representation of labor including films from the Lumière brothers era, post WWI poetic realism, the 1960s New Wave and militant cinema to today's new realism and parody. The theme of work will familiarize students with French social and political history. Taught in English (films in French with English subtitles). Reading on the theory of film and French cultural history will supplement screenings. The class may include field trips. (Social, Structural, and Institutional Hierarchies.) (Speaking-Intensive.) Open to first-year students only. Maximum enrollment, 16.

[241] In Translation: North African Literature in France.
Introduction of North African diaspora in France through texts in translation. The course analyzes the roots of gender and religion-based stereotypes as they affect the Muslim population. It includes considerations on the History of North-African immigration in France; the aftermath of the French-Algerian War, as well as French secularism. Reading include novels and critical texts, online research, and films focused on the immigrant experience in France. Cannot count toward the French and Francophone Studies major or minor. Taught in English. No knowledge of Arabic required. Cannot count toward the French and Francophone Studies major or minor. Taught in English. No knowledge of Arabic required.

Geoarchaeology

Program Committee
David G. Bailey, co-chair (Geosciences)
Catherine Beck (Geosciences)
Nathan Goodale, co-chair (Anthropology)
Colin Quinn (Anthropology)

Geoarchaeology uses geologic methods and principles to enhance interpretations of the archaeological record, focusing on such issues as geochronology and stratigraphic succession, processes of deposition and diagenesis, paleoenvironmental reconstruction and landscape evolution. Designed for students with shared interests in geology and archaeology, the concentration builds on the common histories and research domains of these fields.

A concentration in geoarchaeology consists of 10 units of credit taken from the existing curricula of the Anthropology and Geosciences departments. Required courses include: Archaeology 106 and any 100-level Geoscience course; Archaeology 325; two courses from Archaeology 243, 245 or 249; Geosciences 211; two courses from Geosciences 220, 236 or 290; and Geoarchaeology 500 and 501. Concentrators must fulfill their senior project requirement through satisfactory completion of 500 and 501. Beginning with the class of 2020, students concentrating in Geoarchaeology will satisfy the Social, Structural, and Institutional Hierarchies requirement by completing the requirement offered in either Anthropology, Geosciences, or both. Honors will be awarded on the basis of excellence in coursework and a superior Senior Project.

Students are encouraged to take field courses in both disciplines, especially Archaeology 281 and 282. Students considering careers in geoarchaeology or related fields should take additional courses in biology, chemistry and other sciences.

325 F Analytic Methods in Archaeology.
A survey of analytic techniques central to archaeological and paleoecological interpretation. Laboratory performance of artifact analysis and classification, computer-aided data management and statistical analysis. Three hours of class and three hours of laboratory. (Writing-intensive.) Prerequisite, 106. (Same as Anthropology 325.) Maximum enrollment, 8. Quinn.

500F/501S Senior Project.
A two-term course during which concentrators pursue an independent project and give a public presentation of their results. Proposals for projects must be accepted in the spring semester of the student's junior year. 501 may not be taken as a separate course. One course credit for 500 and one-half credit for 501. The Program.

Geosciences

Faculty
David Bailey, *chair*
Catherine Beck
Cynthia Domack
Todd Rayne
Barbara Tewksbury (on leave spring 2020)

A concentration in Geosciences consists of 10 units of credit in Geosciences, including one course in Principles of Geoscience (101 to 122), 209, 211, 220, 230, 290, 510-511 and two other courses in Geosciences numbered 200 or higher, and a two-course sequence in a supporting science. The sequence of two courses in one of the supporting sciences consists of Chemistry 120 or 125 and a second chemistry course numbered 190 or above, Physics 100 and 105 or 190 and 195, Math 113 and 116, Computer Science 110 and 111, or any 100-level Biology course and a second Biology course numbered 200 or higher. The supporting science requirement must be discussed with the department chair at the time of declaration of concentration and should be completed before the start of senior year. All concentrators, especially those planning a career in the earth and environmental sciences, should take additional courses in chemistry, mathematics, physics, computer science and biology according to the student's interests.

A Senior Project consisting of two full-credit courses (510-511) is required for the concentration. The College's Social, Structural, and Institutional Hierarchies (SSIH) requirement is integrated into the department's Senior Project program.

Departmental honors will be awarded on the basis of excellence in coursework, a superior Senior Project, and completion of two additional courses in the supporting sciences as listed above.

A minor consists of a course in Principles of Geoscience and four units of credit in other Geoscience courses at the 200 level or above that are approved by the department.

Students interested in careers in oceanography should consider concentrations in chemistry or mathematics with supporting courses in Geoscience including 112, 210, 211, 220, 222, 241, 320 and 370, and Biology 213. Students interested in careers in meteorology should consider concentrations in physics or mathematics with supporting courses in Geoscience including 112, 210, 240 and 285, and Chemistry 265.

101 S Principles of Geoscience: Earth Resources and the Environment.
A study of Earth's mineral deposits and energy resources, their distribution, origin, economic significance, and the environmental impact of their extraction and consumption. Field trip. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment 24. Bailey (Quantitative and Symbolic Reasoning.) Maximum enrollment, 24. Bailey.

[103 F] Principles of Geoscience: Geology and Human Events in North Africa and the Middle East.
An interdisciplinary study exploring the influence of environment, water resources, climate change and bedrock geology of North Africa and the Middle East on prehistory, history, international relations and prospects for the future. Special emphasis on developing GIS skills. (Quantitative and Symbolic Reasoning.) (Proseminar.) Three two-hour class sessions per week. Required field trip to the Adirondack region. Not open to students who have taken any other course in Principles of Geoscience. (Next offered Fall 2020) (Same as Africana Studies 103.) Maximum enrollment, 15.

110 F Principles of Geoscience: Geology and the Environment.
An introduction to the principles of geology as applied to current environmental issues such as solid waste disposal, consumption of conventional and alternate energy resources, and utilization of our natural resources. (Quantitative and Symbolic Reasoning.) Three hours of class and one hour of laboratory or field trip. Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24. Rayne.

[112 S] Principles of Geoscience: The Marine Environment.
An introduction to the physical, chemical and biological nature of the marine environment. Topics include marine geology, seawater composition, atmosphere/climate, ocean circulation, waves, tides, coastal processes, life in the sea, ocean resources and marine pollution. (Quantitative and Symbolic Reasoning.) Three hours of class and two hours of laboratory. Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24.

115 F Principles of Geoscience: Evolution and the Environment.
This course looks at the intersection of life and earth history as a lens for understanding fundamental concepts in geology. Evolution will be studied on multiple scales from the origins of life in deep time, to hominin evolution in the Quaternary, to looking ahead to how we may have to culturally evolve in the face of anthropogenic climate change. (Quantitative and Symbolic Reasoning.) Three hours of class and two hours of laboratory. Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24. Beck.

[201 S] Seminar on Iceland.
An interdisciplinary study of Iceland focusing on geologic features, history and literature of Iceland, and connections between human events and the natural environment of Iceland. One-and-one-half hours per week. One-half credit. Prerequisite, Principles of Geoscience. Only open to students also taking 202. Maximum enrollment, 20.

[202 Su] Iceland Field Study.
A field study of the volcanic, glacial and tectonic features of Iceland with emphasis on the interaction of volcanic, glacial and tectonic processes. Three-week intensive field study in Iceland. Prerequisite, Principles of Geology. Concurrent registration in 201 required. Extra cost. One-half credit. Maximum enrollment, 20.

209 S Hydrogeology.
The study of surface water and groundwater, with emphasis on groundwater. The influence of geologic materials on groundwater flow, an introduction to groundwater hydraulics and groundwater/surface water interactions. Basic hydrogeologic field methods introduced in the laboratory section. Three hours of class and three hours of laboratory with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24. Rayne.

211 S Sedimentology and Stratigraphy.
A study of the genesis and diagenesis of clastic, carbonate, evaporite and other important sediments and rocks. Emphasis on fluid dynamics of grain transport, facies architecture, seismic stratigraphy and paleoclimatic/ tectonic significance of depositional sequences. Three hours of class and three hours of laboratory with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24. Beck.

212 F Climate Change.
This course investigates the scientific, social, economic and political dimensions of anthropogenic climate change, including our scientific understanding of its causes, its local and planetary human and ecological impacts, and the potential for technological, social and policy solutions. Throughout the course, we critically examine the roles of public policy and international negotiations in developing equitable mitigation and adaptation strategies to combat the totalizing problem of our times. Prerequisite, One semester of science or permission of instructor for first year students. (Same as Government 212 and Environmental Studies 212.) Strong.

220 F Mineralogy.
An introduction to crystallography, crystal chemistry and optical mineralogy. Identification of minerals by physical, optical and X-ray diffraction techniques. Six hours of class/laboratory with field trip. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24. Bailey.

[226 S] MATLAB for Earth and Environmental Sciences.
A basic introduction to the MATLAB® programming language and computing environment as a tool for studying the Earth. We will explore Earth science questions using image analysis, numerical modeling, and the visualization of real data while covering the fundamentals of working in the command window, using arithmetic and logical operations, calling built-in functions, and writing scripts. (Quantitative and Symbolic Reasoning.) Restricted to declared Geoscience or Environmental Science concentrators, or by permission of the instructor. (Quantitative and Symbolic Reasoning.) (Same as Environmental Studies 226.) Maximum enrollment, 13.

230 F Structural Geology and Tectonics.
An introduction to concepts of deformation of the lithosphere and the processes and products of rock deformation from microscopic to plate scales. Neotectonics as well as reconstruction of geologic history from the record of deformed rocks. Six hours of class/laboratory with field trip. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 22. Tewksbury.

[236 F] Soils and the Environment.
A study of the formation, classification, utilization and environmental significance of soils. Frequent local field trips. Three hours of class and two hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24.

[240 F] Meteorology.
A study of the atmospheric environment. Topics include the Earth's atmosphere, temperature, humidity, condensation, cloud development, precipitation, winds, air masses, storms and climate. Three hours of class and three hours of laboratory/discussion. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24.

275 S Origins of Natural Systems.
An overview of the origin of the universe, solar system, Earth and Earth systems. Particular emphasis on the application of geochemistry and isotope systematics to understanding the origin of matter, the formation and differentiation of the Earth, the development of plate tectonics and the origin of the oceans, atmosphere and life. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geosciences. Maximum enrollment, 18. D Bailey.

290 F Paleontology.
A study of the history of life, evolution and the fossil record. Topics include the general principles of paleontology, nomenclature, taxonomy, identification techniques, fossilization processes, plants, microfossils, invertebrates and vertebrates. Three hours of class and three hours of laboratory with field trips. Prerequisite, Principles of Geoscience. (Same as Biology 290.) Maximum enrollment, 24. C Domack.

309 F Advanced Hydrogeology and the Environment.
Advanced topics in hydrogeology, including geochemical principles, an introduction to contaminant transport, computer modeling of groundwater flow and studies of landfills, hazardous waste sites and other environmental problems. Three hours of class and two hour lab/discussion with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, 209. Maximum enrollment, 24. Rayne.

310 S Igneous and Metamorphic Petrology.
A study of the mineralogy, chemistry, origin and evolution of igneous and metamorphic rocks. Emphasis on the

physical and chemical processes involved in their formation. Six hours of class/laboratory with field trip. Offered in alternate years. Next offered Spring 2017. (Quantitative and Symbolic Reasoning.) Prerequisite, 220. Maximum enrollment, 24. D Bailey.

[312 S] Volcanology.
An examination of active volcanic processes on Earth through focused case studies and laboratory based projects. Emphasis placed on the physical and chemical processes involved in the origin and evolution of volcanic systems. Three hours of class and three hours of laboratory. Field trip. Prerequisite, Geosciences 220. Maximum enrollment, 24.

370 S Coastal Geology and Environmental Oceanography.
Advanced study of coastal marine processes with an emphasis on environmental issues and case studies. (Quantitative and Symbolic Reasoning.) Prerequisite, one 200-level course in geosciences. Four hours of class. Maximum enrollment, 24. C Domack.

380 F GIS for Geoscientists.
Introduction to basic concepts in computer-based GIS emphasizing hands-on practice in portraying and analyzing spatially referenced data sets to produce a variety of types of digital products and to solve geologic problems. Practice using data from multiple sources, including data downloaded from online sources, field-collected data and published map data. Emphasis on mastery of basic skills and techniques using ESRI ArcGIS software. (Quantitative and Symbolic Reasoning.) Prerequisite, any course in geoscience that addresses GIS or permission of the instructor. During junior and senior class pre-registration, open only to geoscience concentrators. Maximum enrollment, 13. Tewksbury.

390 F Advanced Paleontology: Special Topics in Paleobiology and the Fossil Record.
Advanced topics in paleontology including exceptional preservation, microfossils, plant lagerstatte, mass extinctions, invertebrate assemblages, and extraordinary vertebrate fossil sites. Three hours of class and one hour of laboratory. Prerequisite, Geoscience 290. Maximum enrollment, 24. Domack.

510/511 F,S Senior Project.
A two-term course during which concentrators pursue an independent project and present the results to the department. In addition to working on an independent project under the direct supervision of a Geosciences Department faculty member, students are required to participate in seminars that address issues related to the College's Social, Structural, and Institutional Hierarchies(SSIH) requirement. Proposals for independent research projects must be completed in the fall semester of the student’s junior year. Both courses are required for the concentration. One course credit each for 510 and 511. The Department.

German Studies

Faculty
Chris Burwick
Franziska Schweiger

Committee
John Bartle (Russian)
Chris Burwick (German)
Alan Cafruny (Government)
John Eldevik (History)
Rob Hopkins (Music)
Franziska Schweiger (German)

German studies is an interdisciplinary concentration focusing on the language, literature, culture, historical development and politics of German-speaking countries. The concentration in German studies consists of nine courses. Beginning with the class of 2013, the concentration must include GRMN 310 (or equivalent from study abroad), A 400-level German seminar, GRMN 500 (Senior Project) and six courses from the list of approved courses. No more than three courses from departments outside of German may be counted. The Senior Project must incorporate German language sources and may be written in English or German. To attain honors students must have an average of A- or better in all coursework for the concentration, including the Senior Project. The German program also offers beginning German language (110, 120), but only courses numbered 130 or above count toward the concentration. Semester- or year-long study abroad in a German-speaking country is strongly encouraged. In order to fulfill the Social, Structural, and Institutional Hierarchies Requirement, students must complete a 400-level seminar.

A German studies minor consists of five courses. Fifth-semester language proficiency (200) and one course in translation are required.

The following courses may be counted toward the concentration. With consultation of the department adviser, other courses might be considered.

German language and literature courses: 130, 140, 200, 310

Other core courses (course specific prerequisites must be observed):
GOV 214 Politics in Western Europe
GOV 291 International Political Economy
GOV 355 The European Union in World Affairs
HIST 117 Europe since 1815
HIST 128 Europe in the Age of Two World Wars
HIST 212 Modern Germany: 1789 to the Present
HIST 218 Twentieth-Century Europe: The Age of Two World Wars
HIST 314 Nazi Germany
MUS 202 Music in Europe And America Since 1800
PHIL 431 Seminar in the History of Philosophy: Kant's Critical System
PHIL 463 Seminar in Metaphysics: Nietzsche

110 F First-Term German.

Introduction to the German language. Exercises in aural comprehension, speaking, reading and writing reinforced by short cultural and literary texts. No previous knowledge of German required. Four hours of class, with additional drill sessions and laboratory work. Maximum enrollment, 16. Burwick.

[115] German Immersion.
Designed for motivated students who wish to accelerate their knowledge of German. Intensive study of all aspects of beginning language acquisition. Successful completion will allow students to place into GER 130 (third term German). Students who follow the sequence through GER 140 will qualify for study abroad. Two course credits. Three 50 minute and two 75 minute classes a week.

120 S Second-Term German.
Continued development of German grammar and its use in aural comprehension, speaking, reading and writing. Readings in literature and culture supplemented with video recordings. Three hours of class, with additional sessions and laboratory work. Burwick.

130 F Third-Term German.
Review of grammar, syntax and conversational techniques through work in aural comprehension, speaking, reading and writing. Literary texts supplemented with realia (such as news stories German songs, videos). Three hours of class. Schweiger.

140 S Introduction to German Literature and Culture.
Continued development of German grammar and vocabulary with cultural and literary texts, including works by Kafka, Dürrenmatt and Brecht, and song texts by contemporary Liedermacher. Practice in oral and written work. Prerequisite, 130 or consent of instructor. Taught in German. Schweiger.

147 F "Art into Industry": German Bauhaus 1919-1933.
Investigation of the Bauhaus from its origins in WWI to its 1933 shutdown by the Nazis. Examination of the relationship between art and technology, along with the social and political implications of modern design. Topics include the Bauhaus' interdisciplinary and experimental approach, its position within larger intellectual debates of early twentieth-century Germany, and its impact on modern art and design across the world. Conducted in English; no German required. (Same as Art History 147.) Schweiger.

[152] Dragons, Witches, Princesses: German and other Fairy Tales.
The course is about "imaginary gardens with real toads in them" (Marianne Moore) and about "desir[ing] dragons with a profound desire" (J.R.R. Tolkien). It is about "Once upon a time" - a time that is on nobody's clock but exists in our collective memory. Extensive readings from the Brothers Grimm. Further readings from Perrault, de Beaumont, Hauff, Bechstein, Andersen, Hoffmann, MacDonald, Morris, Tolkien.Taught in English.

[154 F] Introduction to German Cinema.
Introduction to German cinema from the Weimar era to the present. Examination of seminal films from Fritz Lang's *M* to Sebastian Schipper's *Victoria*, we also explore Germany's history from the 1930s to the twenty-first century. Emphasis on the medium's relationship to history, propaganda, memory, identity, and entertainment. Close attention paid to the formal language and thematic preoccupations of expressionist and avant-garde cinema, fascist cinema, New German Cinema, and the New Berlin school. Works by filmmakers such as Riefenstahl, Herzog, Fassbinder, Petzold, and Akin. Conducted in English; no German required.

[167] May the Forest Be with You: Ecology and Youth Literature.
Examination of issues that address environment concerns popular in German-speaking nations from the conservative idealism of the late 19th century to the radical environmentalism of the 1960s. Close readings of texts informed by theory and other media such as film, music, and technology. The goal of this course is to better understand these works, the ecological questions they raise, and how they intersect with the culture(s), history, media, politics, economy, and

identity in modern Europe. Taught in English. No knowledge of German required. (Same as Environmental Studies 167.)

[185] The Faust Legend.
Study of the Faust legend and how it has been adapted over the centuries. Topics include the origins of Faust in the 15th century in its factual (Paracelsus and Johann Faust) and spiritual (alchemy and astronomy) dimensions; the Faust Book of 1587; Marlowe's adaptation of the Faust story (*The Tragical History of Dr. Faustus*); Goethe's Faust (*The First Part of the Tragedy*); operas by Gounod (*Faust*) and Boïto (*Mefistofele*); the film *Mephisto* by H. Mann/Szabò; and T. Mann's *Doctor Faustus*. Taught in English.

200 F Topics in Advanced Reading and Writing.
Close reading of short texts and newspaper articles; advanced grammar review and extensive writing exercises. Readings focus on contemporary Germany and Austria. Designed for students who have had two years of German or equivalent. Taught in German. (Writing-intensive.) Prerequisite, 140 or consent of instructor. Maximum enrollment, 18. Schweiger.

298 F,S Advanced Language and Culture.
1/4-credit class that must be taken in conjunction with a course in English. Additional weekly session to analyze and discuss the material in the original language. May be repeated for credit. Department.

310 S From Goethe to Grass: Survey of German Literature.
Study of major writers and literary movements from the 18th century to today, including authors from Germany, Austria and the former GDR. Works will include poetry, drama and short prose. Designed as preparation for upper-level literature seminars. Taught in German. Prerequisite, 200 or consent of instructor. Required course for German concentrators. Schweiger.

[420] From Empire to Republic: Twentieth-Century German Literature.
Study and analysis of works spanning the era from 1871 to the beginning of the Second World War. Selections focus on literary and cultural changes including the Jahrhundertwende and the Weimar Republic. Authors include Fontane, Hauptmann, Trakl, Hofmannsthal, George, Schnitzler and Mann. Taught in German. Prerequisite, 310 or consent of instructor.

440 F Modern Literature of the German-Speaking Countries.
Study of post-1945 literature with focus on Austria, the emergence of two contrasting Germanies, and the Neuanschluss leading to unification. Texts by Bachmann, Bernhard, Böll, Grass, Seghers, Wolf and others. Taught in German. Prerequisite, 310 or consent of instructor. Burwick.

500 F,S Senior Project.
A senior thesis required of all concentrators in the department. Open to concentrators only. Burwick.

Government

Faculty
Frank Anechiarico
Jonas Brodin
Alan Cafruny
Peter Cannavó
Alexsia Chan (on leave 2019-20)
Erica De Bruin
Gbemende Johnson
Kira Jumet (on leave 2019-20)
Philip Klinkner (away 2019-20, Washington, D.C., Program)
Robert Martin
Omobolaji Olarinmoye
Stephen Orvis (on leave spring 2020)
Anne Richard
David Rivera
Sharon Rivera, *chair*
Heather Sullivan
Joel Winkelman
David Wippman
P. Gary Wyckoff

The department offers concentrations in government, world politics and public policy as follows:

GOVERNMENT
A concentration in government consists of 10 courses: 116, 117 and either 112 or 114, with at least one of these being writing-intensive, and seven additional courses at the 200 level or above. Of these seven courses, at least two must be in international relations or comparative politics, at least two must be in American politics or political theory, at least two must be at the 300 level (one of which must be writing-intensive), and one must be the Senior Project (550). A minor in government consists of five courses, with at least two of these at the 200 level or above.

Honors in government or world politics requires a GPA of 3.7 in the major by the end of the sixth semester, maintaining that average at graduation, and the successful completion of 549 and 551.

WORLD POLITICS
The world politics major involves the study of politics on a global scale, including both international relations and politics within nations. In order to understand the complex interplay of international and national politics, all world politics majors study the philosophical and moral bases of various political systems; the history of the modern international system; the political economy of global power and wealth; and the key issues for U.S. foreign policy. To achieve this understanding, all world politics majors are required to take a total of 11 courses, including the following core courses: 112, 114, 117 (one of which must be writing-intensive); 240 or 290; 226 or 291; and 550. Students complete the major by focusing either on a particular region of the world (Africa, Asia, Latin America, Middle East, Russia and Eastern Europe, Western Europe) or a thematic topic (poverty and inequality in world politics, democratization, international law and organization, international security, politics of the global economy, nationalism and identity in global politics). In consultation with their advisor, students will select five related courses in their area or theme from a variety of departments. One of these must be a writing-intensive course at the 300 level in Government.

For students focusing on a region of the world, one of the five courses must be in an appropriate language at the fourth-semester level or above. Students may also design their own thematic track with the advice and consent of their advisor. The advisor will approve each student's course list after the major is declared.

PUBLIC POLICY
See the public policy section in this catalogue.

Social, Structural, and Institutional Hierarchies Requirement:
Political science provides insights into the formation and persistence of structural and institutional hierarchies as well as to the political and social movements that have challenged them. Students in Government and World Politics must take at least one course where these issues are specifically addressed by the entire course or substantial portions of it. Among the courses that we believe currently meet the requirement are listed below. Other courses, with the permission of the instructor, the student's advisor, and the department chair, may also be used to satisfy the requirement.

GOVT 244 Nationalism and the Politics of Identity.
GOVT 394 Social Movements and Political Protest
GOVT 201 Introduction to Feminist Thought.
GOVT 226 Comparative Political Economy
GOVT 229 The American Founding: Ideals and Reality.
GOVT 249 American Political Thought.
GOVT 270 Democratic Theory.
GOVT 291 International Political Economy
GOVT 337 Civil Wars.
GOVT 340 Race and American Democracy.
GOVT 358 Equality and Inequality in American Politics.
GOVT 359 The Organization and Politics of American Policing
GOVT 360 The Politics and Theory of Place and Space.
GOVT 368 Violence, Justice and the State in Latin America.
GOVT 389 Capitalism, Democracy, and the Workplace.
Public Policy 251 Introduction to Public Policy.
Public Policy 382 Topics in Public Policy

The Term in Washington Program, offered each semester, combines regular academic study with the experience and understanding gained by working in congressional and executive offices. Four credits are awarded toward graduation, two of which (325 and 327) count toward a concentration in government, and up to two may be counted toward a concentration in world politics or public policy. It is useful to have some background in the operations of the American federal government, so Government 116 (American Political Process) or its equivalent is strongly advised, but the program has no fixed prerequisite and is open to students majoring in any concentration offered by the College. It is also open to selected students from other colleges.

112 F,S Comparative Politics.
Introduction to the study of non-American national political systems, emphasizing authority, legitimacy and processes of state- and nation-building. Comparison of alternate forms of political development in selected Western and non-Western countries. Open to juniors and seniors with consent of instructor. (Proseminar and writing-intensive in the Fall.)(Comparative Politics) Olarinmoye (Fall); S Rivera (Spring).

114 F,S International Relations.
Introduction to the theory and practice of world politics. Emphasis on the changing structure of the international system; the role of the nation-state and non-state actors; patterns of conflict and cooperation; the use of force, diplomacy and ideology; the interplay between politics and economics. (Writing-intensive.) (Proseminar.) Open to

juniors and seniors with consent of instructor only.(International Relations) Cafruny (Fall);TBA (Spring).

116 F,S The American Political Process.
Introduction to the study of American national institutions, the public policy-making process and, in general, the distribution of political power in American society. (Writing-intensive.) (Proseminar.) Open to juniors and seniors with consent of instructor only. Proseminar and writing-intensive in the Spring. (American Politics) Maximum enrollment, 16. Johnson (Fall); TBA (Spring).

117 F,S Introduction to Political Theory.
Survey of selected political theorists from Plato to the present. Examination of questions of liberty, equality, justice and community. (Writing-intensive.) (Proseminar.) (Proseminar and writing-intensive in the Fall.) Open to juniors and seniors with consent of instructor only. (Political Theory) (Same as Philosophy 117.) Martin (Fall); TBA (Spring).

200 F,Su Congressional Campaign Politics.
Course will examine the factors that influence Congressional elections both at the individual and national level. Students will also complete an volunteer internship with a local congressional campaign. Available in both Summer and Fall 2018. Consent of instructor required. (American Politics) Maximum enrollment, 12. Klinkner.

201 S Introduction to Feminist Thought.
An interdisciplinary examination of the history and contemporary practice of feminist thought. Topics include the history of feminist thought in Western culture, the broadening and complication of that canon to include examinations of race, class, gender, sexuality, ableism and ageism, and the implications of global feminist thought. (Writing-intensive.) Prerequisite, 101 or consent of instructor. (Political Theory) (Same as Women's and Gender Studies 201.) Maximum enrollment, 18. Lacsamana.

207 S Politics in the Middle East and North Africa.
An introduction to Middle East and North African politics with an emphasis on foundational topics central to understanding the region. Applying a variety of theoretical lenses, the course covers Orientalism, colonialism and state-building, the relationship between religion and politics, the persistence of authoritarianism, gender, identity construction, Imazighen and other non-Arab populations, oil and rentier economies, and the Arab Spring and its aftermath. Prerequisite, 112 or 114. (Comparative Politics) Jumet.

208 F Political Parties and Elections.
Analyzes the development of, and current theories regarding, political parties and elections in American politics. Topics include theories of party realignment, voting behavior, party composition and behavior, and the relationship between parties and elections and democracy. Covers both presidential and congressional elections. Prerequisite, 116 or consent of instructor. (American Politics) Klinkner.

[209 S] Political Oratory.
Examines examples of American political rhetoric from historical, political and rhetorical standpoints. In addition, students will learn how to write and give their own political speeches. (Writing-intensive.) Prerequisite, GOVT116 or consent of instructor. (American Politics) Maximum enrollment, 12.

211 F Politics in China.
Decline of Confucian China and problems of recreating political order. Topics include rise of the Communist Party, political organization and policy in the People’s Republic, role of ideology, foreign relations, the politics of modernization and China’s increasing integration into the world economy. Prerequisite, 112 or 114. (Comparative Politics) Chan.

212 F Climate Change.
This course investigates the scientific, social, economic and political dimensions of anthropogenic climate change,

including our scientific understanding of its causes, its local and planetary human and ecological impacts, and the potential for technological, social and policy solutions. Throughout the course, we critically examine the roles of public policy and international negotiations in developing equitable mitigation and adaptation strategies to combat the totalizing problem of our times. Prerequisite, One semester of science or permission of instructor for first year students. (Same as Geosciences 212 and Environmental Studies 212.) Strong.

[213 F] Politics in Russia.
Examines political processes in Russia after the collapse of communism in the former Soviet Union. Central focus on explaining the rise of multi-party democracy in the 1990s and the subsequent consolidation of authoritarian rule under Vladimir Putin. Topics include the creation of political parties, the state's use of propaganda and the media, the problem of corruption, and the prospects for democracy in the future. Prerequisite, Govt 112, 114, Russian Studies 100, History 221, History 222, or permission of instructor. Closed to first years except with permission of instructor. (Comparative Politics) (Same as Russian Studies 213.)

[214] Politics in Western Europe.
Comparative study of post-World War II politics and government in several European countries, normally concentrating on Britain, France and Germany. Topics include state and political institutions, state- and nation-building, social conflicts and consensus, political culture and the interplay of politics and economics. Some attention paid to international relations in Western European states. Assumes some prior knowledge of Western European history. Prerequisite, 112 or 114. (Comparative Politics)

216 F Politics in Latin America.
Comparative and historical approach to analyzing the political process in contemporary Latin America. Focuses on nature of authoritarian regimes and the current process of redemocratization. Topics include the role of the military and state, popular resistance to military rule, human rights and political problems of economic development. Prerequisite, 112 or 114. (Comparative Politics) Sullivan.

218 S Politics of Africa.
Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of both multi-party democracy and state collapse across the continent. Examination of the colonial legacy, the nature of the African state, ethnic conflict, class divisions, the role of the military and the problems of economic underdevelopment. Prerequisite, 112, 114 or Africana Studies 101. (Comparative Politics) (Same as Africana Studies 218.) Olarinmoye.

[219 F] Congress & Legislative Politics.
Examination of the politics and behavior of the legislative branch of government, including constitutional arrangements, elections, institutional structures and political parties. Analysis of congressional decision-making in foreign and domestic policy. Prerequisite, 116. (American Politics)

221 S The American Presidency.
Examines the nature and influence of the executive branch in American politics, including constitutional arrangements, elections, institutional structures and political parties. Analysis of presidential leadership and decision-making in foreign and domestic policy. Prerequisite, GOVT 116. Not open to student who have taken 328. (American Politics)

[225 S] Courts and Judicial Process.
A survey of the American judicial system. An examination of federal and state courts, and the structure of the American judicial system. Analysis of how courts interact with the public and other government institutions, and the influences on judicial decision-making. Topics also include judicial federalism, criminal and civil procedure, judicial activism, and judicial policy-making. Prerequisite, GOVT 116. (American Politics)

226 F Comparative Political Economy.
The purpose of this course is to examine the relationship between states and markets. To understand this interaction in theory and practice, we will discuss classic works in political economy and draw on various country case studies. We will also analyze how markets are embedded in institutions, different models of development, and current policy debates on issues such as globalization and inequality. Prerequisite, GOVT 112, 114, or permission of instructor. (Comparative Politics) Chan.

[229 F,S] The American Founding: Ideals and Reality.
An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America. Prerequisite, Government 117, Philosophy 117 or a 100-level course in history. May count toward a concentration in either history or government. Not open to students who have taken History 240 or 374. (Political Theory) (Same as College Courses and Seminars 229 and History 229.) Maximum enrollment, 24.

230 F Data Analysis.
How can we tell whether providing child care will encourage more welfare recipients to work? How do we know whether tougher drunk-driving laws will reduce accidents? This course explains how social scientists try to determine the truth about public issues. Topics covered include descriptive statistics, sampling distributions, hypothesis testing and regression, with a focus on how those tools are used in public policy debates. Mathematical formulae are kept to a minimum, and the intuition behind statistical procedures is emphasized. (Quantitative and Symbolic Reasoning.) Not open to students who have taken Economics 265. (American Politics) Wyckoff.

[232] Contemporary Political Theory.
How should we think about politics after Nietzsche? Considers the answers of John Rawls, Hannah Arendt, Leo Strauss, Charles Taylor, Gilles Deleuze and William Connolly. Focusing on each theorist's conceptions of human nature and politics. Prerequisite, 117. (Political Theory)

234 S The Politics of Equality: Hierarchies in Contemporary Life.
Students will explore power, equality, and the ways that parts of our identity influence our experience of political life in areas such as political membership, criminal justice, education, and voting access. The class will integrate course material with student reflections on their own political development and will also bring in public officials and community activists to share their experience of contributing to public life. We will focus primarily on the United States, but will also put course themes in comparative perspective. The course is intended to fulfill the SSIH requirement. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, Any 100-level Government class or permission of instructor. Limit of 12 per section. (American Politics) Maximum enrollment, 12. Anechiarico, Sullivan, and Johnson.

[236 S] Field Study of Criminal Justice Reform and Innovation in Sweden.
As the issues of mass incarceration, judicial and police behavior have come to the fore in American culture and politics, the need for reform and innovation from a comparative perspective has become evident. This field study is designed to provide students with such a perspective through observation and interviews with key actors in Swedish law enforcement, corrections and the courts, during a two-week period from May 27 to June 10, 2017. Larson and Anechiarico (Writing-intensive.) (Proseminar.) Prerequisite, One or more of the following course: Literature 129, 143, 342; Public Policy 251; Government 241, 359; Sociology 223. (Same as Literature 236.) Maximum enrollment, 16.

[237 S] Russia and the World.
The course will examine Russia's relations with both its immediate neighbors and the West from the Tsarist era to the present. Topics to be covered include: the formation of the Russian Empire, the Cold War, the "Gorbachev revolution in Soviet foreign policy" that ended the Cold War, the evolution of Russian-American relations since the collapse of

communism, and the reasons behind Russia's annexation of Crimea in 2014. A central theme of the course will be the evolution of Russian national identity, especially as it relates to Russia's status as an empire and its relationship with the West. Prerequisite, Govt. 112, Govt. 114, Russian Studies 100, or consent of the instructor. (International Relations) (Same as Russian Studies 237.)

239 S Native Rituals and Religious Freedom.
Is American religious freedom a reality, an unfinished project, or merely a myth? This course explores how Native Americans have struggled for religious freedom in the United States, focusing on contemporary legal battles to protect sacred lands, repatriate ancestral remains and objects, and defend the ceremonial consumption of peyote. (Writing-intensive.) (Same as American Studies 239 and Religious Studies 239.) Maximum enrollment, 18. Seth Schermerhorn.

240 S International Security.
This course examines the use of force to achieve political objectives by both state and non-state actors. It explores the origins, conduct, and outcomes of international and civil wars; the use of terrorism and other forms of violence against civilians; the motivations of people that participate in political violence; and the lasting effects of such participation. Includes both historical and contemporary cases, ranging from the First World War to the current conflict in Syria. Prerequisite, GOVT 114 or consent of instructor. (International Relations) De Bruin.

241 S Survey of Constitutional Law.
Analysis of constitutional doctrines through major cases. Function of the Supreme Court as an instrument of government and arbiter of public policy. Doctrines include judicial review, federalism, interstate commerce, due process and questions of individual rights. Prerequisite, 116 or a course in American history. (American Politics) Anechiarico.

[242] The Classical Tradition in American Political Life: Cicero, Hamilton, Jefferson and the Making of the Republic.
A study of ancient Greek and Roman influences on the creation of the United States, with special attention to the influence of Cicero and the rivalry between Alexander Hamilton and Thomas Jefferson. Readings include biographies of and writings by all three figures. (American Politics) (Same as Classics 242.)

244 S Nationalism and the Politics of Identity.
Comparative assessment of identity politics around the world, including nationalism, race, ethnicity, religion, and gender. Examines the origins, evolution, and solution to identity-based conflicts. Case studies will include Islam in Europe and race in the US, among others. (Writing-intensive.) Prerequisite, 112 or 114. (Comparative Politics) Maximum enrollment, 18.

[247 F] The Pursuit of Happiness.
What is human happiness? What factors increase or decrease it? Why are some countries and cultures happier than others? How can government policies promote happiness? This course considers:-- the nature of happiness from the major philosophical traditions, --the cognitive biases that impede our ability to maximize happiness, --the empirical literature on subjective well-being from the fields of economics, political science, and psychology, --recent trends in capitalist societies and their effects on happiness, and --government policies that might improve human happiness. (Quantitative and Symbolic Reasoning.) Prerequisite, One course in statistics, from any discipline. (American Politics) (Same as Public Policy 247.)

[249 S] American Political Thought.
What does it mean to be an American? What are the principles of American politics? Considers the answers of Thomas Jefferson, James Madison, Alexander Hamilton, Alexis de Tocqueville, W.E.B. DuBois, Emma Goldman, John Dewey, Leo Strauss and William E. Connolly. Prerequisite, 116, 117, 229, 241, 270, or consent of the instructor. (Political Theory)

251 F Introduction to Public Policy.
The study of policy analysis using and comparing a variety of disciplinary and analytic traditions. Consideration of controversies over particular policies at the national and local level and the premises underlying them. Examination of methods and principles used in formulating and evaluating public policy. (Quantitative and Symbolic Reasoning.) Prerequisite, Economics 100 or 101. Open to seniors with consent of instructor. (American Politics) (Same as Public Policy 251.) Anechiarico.

252 F Comparative Health Policy.
Investigation of health policy from a comparative perspective. The course introduces fundamental concepts in health policy and examines different health care systems across the globe as well as case studies in health care delivery and public health. (Comparative Politics) Prerequisite, GOVT 112, GOVT/PPOL 251 or consent of the instructor. (Same as Public Policy 252.) Maximum enrollment, 20. Brodin.

270 F Democratic Theory.
Analysis of the idea of democracy, traditions of democratic theory (liberal, Marxist, elitist) and current problems of democracy in practice. Topics include liberty and equality, community power, participation and bureaucracy. Prerequisite, 117 or consent of instructor. (Political Theory) Martin.

[285 S] Introduction to Environmental Politics.
An overview of environmental politics, domestic and global. Topics include the environmental movement and its history and values, anti-environmentalism, environmental policy analysis, the relation between environmental science and politics, the domestic and international environmental policy processes, the North-South debate, globalization, race and environmental justice, and the implications of environmental politics for liberal democracy. Students will explore these topics directly and through selected policy issues, including forest politics, sprawl and climate change. (American Politics) (Same as Environmental Studies 285.)

287 F Political Theory and the Environment.
What is the relationship between theorizing about politics and theorizing about nature? Explores how conceptions of the natural world and our relationship to it have shaped political thought since ancient times and how contemporary "green" political thinkers attempt to craft principles for an ecologically responsible society. (Political Theory) (Same as Environmental Studies 287.) Cannavó.

290 F,S US Foreign Policy.
The major problems of American foreign policy since the republic's founding and the varying approaches U.S. leaders have adopted to cope with American power and principles. Theories are illustrated with detailed examples since WWI. Some attention given to how foreign policy is shaped by government structure, political culture, organizational dynamics, individual psychology, economic interests and other causes. Students will analyze the limitations of various types of explanations and why policy implementation at times diverges from the intentions of decision-makers. Prerequisite, 114. (International Relations)

[291 S] International Political Economy.
Examination of the development and evolution of the modern global economy and its political impact. Issues include global trade relations, the monetary system and international debt, the role of multinational corporations, foreign aid, imperialism and dependency, industrial competitiveness and the rise and impact of newly industrializing countries such as South Korea and Taiwan. Prerequisite, 114. (International Relations)

302 F Fragile States.
What makes governments and political institutions weak or strong, stable or unstable? Examines the causes and consequences of state collapse; the possibility of re-building states; the role of the military; the causes, consequences and possible remedies of corruption using case studies from different regions of the world. (Writing-intensive.)

Prerequisite, one 200-level course in comparative politics or international relations. (Comparative Politics) Maximum enrollment, 18. Olarinmoye.

303 S Syrian Politics.
Examines Syrian politics from the early 20th century to the present. Topics include Syrian state formation, the Ba'ath Party, Syrian Islamist movements, the Hafez al-Assad regime, the 2011 Syrian uprising, the international dimensions of the Syrian crisis, the rise of ISIS, and the Syrian refugee crisis. (Writing-intensive.) Prerequisite, GOVT 112, 114, or permission of instructor. (Comparative Politics) Maximum enrollment, 18. Jumet.

306 F American Political Development.
Analyzes contemporary American politics by examining the development of political ideologies, institutions and policies throughout American history. Topics include the role of religion in American politics, the transformation of party ideologies, the dynamics of presidential power, the evolution of American foreign policy, among others (Writing-intensive.) Prerequisite, one 200-level course in American politics or permission of instructor. Not open to students who have taken 220. (American Politics) Maximum enrollment, 18. Klinkner.

[308 S] Politics in Mexico.
Analysis of the modern Mexican political system. Topics include political parties, labor unions, congress, and the executive. Investigation of the current challenges that Mexico is facing to consolidate its democracy, and make the transition from developing to developed nation. Particular attention to an examination of organized crime, the weak rule of law, lack of political representation, and Mexico's heavy dependence on oil revenues. (Writing-intensive.) Prerequisite, A 200-level course in Comparative Politics or International Relations. (Comparative Politics) Maximum enrollment, 18.

311 F Transitions to Democracy.
Examines the origins and durability of transitions to democratic forms of governance in authoritarian states. Topics include the roles in democratization played by leadership, ethnic diversity, political institutions, and geography. Emphasis on critical reading of the large theoretical and empirical literature on democratization. Case studies will be drawn from the countries of the former Soviet Union and East-Central Europe, although students interested in other parts of the world are welcome. (Writing-intensive.) Prerequisite, One 200-level course in comparative politics or international relations. (Comparative Politics) (Same as Russian Studies 311.) Maximum enrollment, 18. S Rivera.

315 S Foreign Policies of Middle Eastern States.
The Middle East is facing a period of instability and transformation. The aim of this course is to explore the foreign policy decisions of Middle Eastern states. Through class discussion, film, and guest speakers, this course will examine the security challenges facing major players in the region (Iran, Saudi Arabia, Iraq, Turkey, Qatar, Egypt, Israel, Palestine, Jordan, Syria and Lebanon). Particular attention will be given to theories of foreign policy decision-making in nondemocratic states. (Writing-intensive.) Prerequisite, Govt 114. (International Relations) Maximum enrollment, 18. Kira Jumet.

317 S The Arab Spring and its Aftermath.
"The Middle East has witnessed significant political changes due to the Arab Spring. These transformations have occurred through both violent and non-violent means and with varying assistance from the international community. This class will explore the role of both state and non-state actors in this process. General themes of the course will include the causes and consequences of the uprisings, the role of the military and Islamist groups, the place of traditional and social media, the influence of international actors, communal conflict, and the use of art and symbolism." (Writing-intensive.) Prerequisite, Government 112 or 114. (Comparative Politics) Maximum enrollment, 18. Jumet.

321 F,S Term in Washington: Congressional and Executive Internships.

Two consecutive six-week internships: first, in either the office of a member of Congress or with the staff of a congressional committee; second, in a federal administrative office. Interns assume some operational responsibility in each office and gain a perspective on legislative and executive roles in the public policy process. Does not count toward the concentration. Offered credit/no credit only. Martin (Fall); Cafruny (Spring).

323 F,S Term in Washington: Intern Participant-Observation.
Participants in the program are asked to evaluate their experience in government offices through a series of group discussions and papers focused on particular aspects of the internships. Does not count toward the concentration. Martin (Fall); Cafruny (Spring).

325 F,S Term in Washington: Seminar.
An academic seminar focusing on the public policy process and national issues. (American Politics) Martin (Fall); Cafruny (Spring).

327 F,S Term in Washington: Independent Research.
Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources required. (American Politics) Martin (Fall); Cafruny (Spring).

[329 F] Authoritarian Politics.
Consideration of the origins and underpinnings of authoritarian rule. Examines variation in the formal and informal institutions of authoritarian systems as well as the conditions under which transition may take place. Emphasis on critical reading of a growing theoretical and empirical literature in order to gain an understanding the particular problems posed within and by authoritarian regimes. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or international relations. (Comparative Politics) Maximum enrollment, 18.

[333 S] Topics in Survey Research.
This course will introduce students to basics of survey research, with a particular focus on measuring political, economic, and foreign policy attitudes. The class will analyze and report on the findings of an original survey of Russian elites. (Oral Presentations.) Prerequisite, GOVT 213, HIST 221 or 222, any 200-level GOVT course in comparative politics or international relations, or permission of instructor. (Comparative Politics) (Same as Russian Studies 333.) Maximum enrollment, 12.

[335 S] Seminar: Criminal Law.
Review of major case law related to search and seizure, fair trial rights, self-incrimination and sanctions including the death penalty. Parallel reading in criminology and political analysis of criminal justice issues. Consideration of representative institutions in the system: juvenile courts, the jury system, the police and others. (Writing-intensive.) Prerequisite, 241. (American Politics) Maximum enrollment, 12.

[337 F] Civil Wars.
Civil wars have become the most common type of contemporary armed conflict. This course analyzes the causes, dynamics, outcomes, and aftermath of civil wars. Topics include the systematic factors that predict when civil war occurs, logic of violence in civil war, armed group recruitment and governance, international intervention, and post-conflict politics. Prerequisite, 114 or 112. (Writing-intensive.) Prerequisite, GOVT 112 or 114. (International Relations) Maximum enrollment, 18.

[338] American Public Administration.
Analysis of the history, structure and political influence of public administration in the United States. Consideration of all levels of government with special attention to the influence of reform movements on the development of federal and local administration. Topics include budgeting, corruption and ethics regulation, public contracting and the organization of public works and public personnel policy. (Writing-intensive.) Prerequisite, one 200-level course in American politics. (American Politics) Maximum enrollment, 18.

[340 S] Race and American Democracy.
Survey of the role of race and equality in American democracy. Special emphasis on understanding how notions of racial equality have advanced and declined throughout American history and the role of race in current American politics. (Writing-intensive.) Prerequisite, one 200-level course in American politics. (American Politics) (Same as Africana Studies 340.) Maximum enrollment, 18.

355 F Europe in World Affairs.
Examination of European economic and political development and Europe's relations with the rest of the world. Topics include sources of regional economic and political integration; evolution of EU institutions; relations between Europe and the United States; Europe-Russia relations; development of the European monetary system; the crisis of the European social model. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or international relations. (International Relations) Maximum enrollment, 18. Cafruny.

356 F The Political Theory of Personal Privacy.
Analysis of competing understandings of the proper divisions and overlaps between the self and society in the Western thinking. Focuses primarily on contemporary political and legal disputes over issues such as government surveillance, data-mining, and commercial exploitation of non-secret information. Examination of the evolution of American constitutional law concerning personal privacy (e.g., search and seizure, reproductive rights).. (Writing-intensive.) Prerequisite, GOVT 201, 229, 241, 249, 270, or the consent of the instructor. (Political Theory) Maximum enrollment, 18. Martin.

[358 S] Equality and Inequality in American Politics.
How does American politics reflect and reinforces various forms of equality and inequality? In particular, the class will examine how Americans have wrestled with egalitarian and inegalitarian ideals, and the relationship between political and economic inequality in the U.S. (Writing-intensive.) Prerequisite, GOVT 116 or consent of the instructor. (American Politics) Maximum enrollment, 18.

359 F The Organization and Politics of American Policing.
Review of the history of public safety provision in the U.S.; the impact on the local police function of the wars on drugs and terror, with attention to police relations with ethnic and racial minorities. Analytic approaches to include theories of organizational behavior and criminology. Prerequisite, Government 116 or consent of the instructor (Proseminar.) Prerequisite, Government 116. (American Politics) Maximum enrollment, 16. Frank Anechiarico.

360 F The Politics and Theory of Place and Space.
How do we map out, conceptualize, inhabit and govern our spatial environment? What political challenges arise in organizing and maintaining a coherent world of places? A look at the theoretical and political dimensions of place and space through writings of geographers, political theorists, environmental thinkers, novelists and U.S. case studies, including 9/11, the debate over logging in the Pacific Northwest, the problem of sprawl, the decline and revival of old industrial cities, the future of America's agricultural landscape, and the impact of climate change. (Writing-intensive.) Prerequisite, one 200-level course in American politics or political theory. (Political Theory) Maximum enrollment, 18. Cannavo.

363 S Poverty and Development.
Examines debates over poverty and development issues in the "Global South." Includes discussion of the ethics of development, the debate over aid to Africa, UN Millenium Development Goals, microfinance, the "Asian miracle" and rapid rise of China, environmental problems and the effects of globalization. (Writing-intensive.) Prerequisite, 203, 211, 216, 218, 291, 302 or consent of instructor. (Comparative Politics) Maximum enrollment, 18. Olarinmoye.

[365] Free Speech Theory.

Analysis of competing theories of the liberty of expression in the American context. Focuses primarily on contemporary political and legal disputes over such morally divisive issues as "hate speech," campus speech codes, pornography, media and Internet censorship, and the proper role of free speech in a democracy. Examination of the evolution of American constitutional law concerning freedom of expression. (Writing-intensive.) Prerequisite, 229, 241, 270 or 276. (Political Theory) Maximum enrollment, 18.

366 F Chinese Foreign Policy.
China's ascendance as a global power has been dramatic. In this course, we will analyze the external and domestic determinants of Chinese foreign policy and the political, military, and economic implications of this shift in power for the rest of the world. We will examine what drives China's interactions with other states,investigate competing sources of ideas and policy change, and engage in foreign policy analysis. (Writing-intensive.) Prerequisite, GOVT 112, 114, or permission of instructor. (Comparative Politics) Maximum enrollment, 18. Chan.

368 S Violence, Justice and the State in Latin America.
This class explores contemporary issues in Latin American politics, focusing on the ways that the capacity of Latin American states impact people's everyday lives. The course will consider the role of the state in controlling and contributing to violence and in enhancing and impeding struggles for social justice. Emphasis will be placed on critically reading the theoretical and empirical literature in order to understand and assess the relationship between states and citizens in Latin America. (Writing-intensive.) Prerequisite, One 200-level course in comparative politics or international relations (preferably with some prior knowledge of Latin America). (Comparative Politics) Maximum enrollment, 18. Sullivan.

376 S Government Failure?:The American Administrative State.
Federal administrative activity gains the most attention when the federal government seemingly fails to meet the public's expectations of good and efficient governance. Examples include the failure to prevent the 9/11 terrorist attacks, FEMA's sluggish response to Hurricane Katrina, and the various crises facing the Department of Veterans Affairs. This course examines the politics of agency design, delegation, political oversight, and internal agency processes. We will discuss the structure and practices of the federal executive branch and potential reforms to help government work effectively (Writing-intensive.) Prerequisite, One 200-level course in American politics. (American Politics) Maximum enrollment, 18. Johnson.

[379 S] US International Relations: Race, Empire, and Transnational History.
This research course examines US international relations in the twentieth century. Course discussions focus on the reproduction of race alongside the growth of US economic, cultural, political, and military power overseas, including Africa, Southeast Asia, the Caribbean, and Latin America. The course traces how imperial networks have shaped racial categories in the United States, and it examines the formation of transnational political and cultural affiliations such as Pan-Africanism. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, One 200-level history course or consent of the instructor. (Same as History 379.) Maximum enrollment, 18.

382 S Topics in Public Policy.
The application of theories and methods of evaluation, design and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing and group problem-solving. Coursework may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Affairs Center. (Writing-intensive.) Prerequisite, 251. (American Politics) (Same as Public Policy 382.) Maximum enrollment, 18.

[385 S] International Law and International Politics.
An examination of the intersection of international law and international politics. The course focuses on laws regulating the conduct of war, human rights, economics, and various treaties. Includes analysis of whether and how the actions of states comply with or break these rules thereby displaying the ways in which international politics impacts international

law and institutions. (Writing-intensive.) Prerequisite, GOVT 112, 114, or permission of instructor. (International Relations) Maximum enrollment, 18.

[386] Theories of International Relations.
Survey of competing approaches to the study of international politics. Realism, transnationalism and regime analysis, and the problem of international system transformation. Some attention to research methods. (Writing-intensive.) Prerequisite, 290 or 291. (International Relations) Maximum enrollment, 18.

[387 S] Civil-Military Relations.
This course examines the causes and consequences of military intervention in politics. Topics include the causes of coups d'état; problems of military rule; civil-military relations and the use of force; nationalism, ethnicity, and the military; and the use of "irregular" armed forces such as warlords and civilian militia. (Writing-intensive.) Prerequisite, One 200-level course in international relations or comparative politics, or consent of the instructor. (International Relations) Maximum enrollment, 18.

[389 S] Capitalism, Democracy, and the Workplace.
What is the relationship between capitalism and democracy? Do the claims of democracy extend into the workplace? This course examines the development of a market society, the division of labor, and contemporary working conditions, exploring the challenges and possibilities each presents democratic life. It emphasizes critical reading of historical, empirical, and normative texts in order to define and assess the mutual obligations between democratic societies and their citizens and workers. Readings include Adam Smith, Max Weber, Hannah Arendt, C. Wright Mills, and Karl Polanyi. (Writing-intensive.) (Proseminar.) Prerequisite, 117. (Political Theory) Maximum enrollment, 16.

[391 F] US-Africa Relations.
The course examines US- Africa relations primarily through policy issues such as foreign aid, conflict management, democracy promotion, immigration, defense/anti-terrorism, environment and immigration. The course also discusses the influence of colonialism, the construction and propagation of American images of Africa, ideology, the various actors, institutions (African-Americans, African diaspora/ Presidency/Congress) and instruments on US- Africa relations. The course will cover issues and debates in US – Africa relations from1960-present. (Writing-intensive.) Prerequisite, GOVT112 or GOVT114 or Consent of instructor. (International Relations) Maximum enrollment, 18.

[394 F] Social Movements and Political Protest.
Why do people protest sometimes but more often not? How do social movements work, and why do some succeed while others fail?Examines the origins, dynamics, and consequences of social movements and political protest, exploring both nonviolent and violent movements that have attempted to reshape politics in countries across the globe. Emphasis on critical reading of the theoretical and empirical literature in order to gain an understanding of how political differences across countries shape and are shaped by protest. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or international relations. (Comparative Politics) Maximum enrollment, 18.

[418 S] Seminar: International Law.
A general introduction to international law. Topics include the law of treaties, customary international law, human rights, international criminal law, the law of war, and the use of force. Focus on issues pertaining to the formation, interpretation, application, compliance with, and at times even enforcement of, international legal norms and rules. Prerequisite, Permission of the department. (International Relations) Maximum enrollment, 12.

419 F Linowitz Seminar: International Responses to Humanitarian Crises.
This course will explore how the United States and other leading countries support (or fail to support) international and non-governmental organizations as they respond to crises. Special attention will be given to current challenges, such as record levels of refugees and migrants, and emerging trends. (Proseminar.) Prerequisite, Permission of the department. (International Relations/Comparative Politics) Maximum enrollment, 12. Anne Richard.

549 F Honors Seminar.
Seminar in which honors candidates in world politics, government and public policy will begin their senior honors thesis. Includes common reading on key issues in political science and research methodology. Prerequisite, GPA of 91 in the major (88 for public policy) and consent of the department. Sullivan.

550 S Senior Project.
A senior project required for concentrators in the department who are not pursuing honors. Prerequisite, one 300-level course in government. Open to concentrators only. TBA.

551 S Senior Honors Thesis.
Requires a 90 GPA in government courses by the end of a student's seventh semester and consent of the 549 advisor. The Department.

Hebrew

Hamilton College offers courses in Modern Hebrew through the 4th semester.

107 F First Term Hebrew.
An introduction to the Hebrew language introducing the very basic Hebrew grammar, reading, writing and mainly oral communication. Maximum enrollment, 16. Guez.

108 S Second Term Hebrew.
Continued study of Hebrew grammar, oral conversation and writing skills introducing simple texts of Israeli culture as a base for learning and simple discussion. Prerequisite, Hebrew 107 or placement. Maximum enrollment, 16. Guez.

Hispanic Studies

Faculty
Marissa Ambio
Jessica Burke, *chair*
Marcelo Carosi
M. Cecilia Hwangpo
Jack Martínez-Arias
Edna Rodríguez-Plate
Joana Sabadell-Nieto (Hamilton College Academic Year in Spain, 2019-20)
Xavier Tubau

Special Appointments
Jeremy Medina
María Gabriela Portal

The Hispanic Studies Department offers a diverse curriculum that includes Spanish language study for both non-heritage and heritage speakers, and Latin American, Spanish and U.S. Latinx literature and culture studies. In our Centro Universitario de Estudios Hispánicos in Madrid we also offer courses in social sciences, art, cinema and dance. The Hispanic studies concentration consists of nine courses numbered 140 or higher, including 200 or 201, and 210 or 211, one elective in the 200 series, three electives at the 300 level or above — including at least one in both Latin American and Peninsular fields (one of these must focus on literature before 1800) — and one course at the 400 level. Concentrators must also fulfill a cultural requirement that can be met through study abroad or a cultural studies course. Any course offered by another department that focuses specifically on Latin America, Spain or U.S. Latinx may satisfy the 200-level requirement but will not count as one of the nine concentration courses. Concentrators may include one course in translation as one of the required courses for the major. Five of the nine courses required for the major must be taken at Hamilton. It is strongly advised that all concentrators study abroad in a Spanish-speaking country. Beginning with the class of 2020, students concentrating in Hispanic Studies must satisfy the Social, Structural, and Institutional Hierarchies requirement by completing HSPST 200W: Exploring Hispanic Texts, or HSPST 201W: Spanish for Heritage/Bilingual Speakers.

In order to complete the Senior Program, senior concentrators in Hispanic Studies (non-honors candidates) will: 1) enroll in a 300-level or 400-level course in the fall semester, and a 400-level course in the spring semester (in the spring seniors will complete a research project in a 400-level course; spring semester advanced courses are doubly designated as 300/400 [i.e. 310/410], in order to distinguish seniors who are writing the senior research project from other students. Thus if a senior plans to take more than one advanced course in the spring, he/she should take only one course at the 400 level); 2) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year.

Senior honors candidates will: 1) enroll in a 400-level course in Hispanic Studies in the fall semester; 2) enroll in 550 and complete a senior thesis in the spring semester; 3) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. In order to attain honors in Spanish, students must have an average of 3.5 (90) or better in the nine courses required for the major and must complete 550 (senior thesis) with an A- or better. Senior honors candidates who are studying in Spain (with HCAYS) during the fall of their senior year are exempt from the fall 400-level course requirement. A complete description of the Senior Program is available in Christian Johnson 202.

The Hispanic studies minor consists of five courses numbered 140 or higher, including 200/201 and 210/211, and at least one course at the 300 level. One of these courses may be taken in translation. Three of the five courses for the minor must be taken at Hamilton.

Note: 200-level courses are not open to students who have previously taken 300-level courses in Hispanic Studies or in a Spanish-language study abroad program.

THE ACADEMIC YEAR IN SPAIN

The Academic Year in Spain was established in 1974 to offer the highest interdisciplinary academic standards in foreign study programs (distinguished professors, small classes and a rigorous Spanish-only pledge), along with careful attention to the intellectual, cultural and social needs of each student. Directors-in-residence are drawn from the Department of Hispanic Studies at Hamilton College. The program is administered at Hamilton by a general director and by the programs abroad committee, and representatives of Swarthmore and Williams Colleges serve as directing advisors to the program and are instrumental in deciding important curricular and administrative matters and in long range planning. Also affiliated with the program are Amherst College and Princeton University. A board of advisors, drawn from such institutions as Bates, Brown, Bryn Mawr, Bucknell, Colby, Grinnell, Harvard, Reed, Scripps, Smith, Stanford, Wellesley and Yale, further helps in matters of recruitment and student preparation. All courses are taught entirely in Spanish and include language and linguistic studies, culture studies and study in the social sciences. Courses offered include advanced language, the art of translation, the history of Spanish art, cinema, analysis of poetic texts, Cervantes, contemporary theater, 19th- and 20th-century Spanish and Latin American narrative, contemporary Spanish and Latin American history, the economy of Spain, anthropology, sociology, contemporary Spanish politics, flamenco and studio art. The program also offers internships sculpted to each student's area of interest and preparation. Students are taught by faculty members from leading universities in Madrid. Language and civilization classes form part of the fall orientation program in Galicia, while a similar orientation for spring students takes place in Andalucía. Frequent group excursions throughout Spain complement the rich academic and social opportunities offered to students in Madrid. The program is open to sophomores, juniors and first-semester seniors. Although the program is designed for a full-year, application may be made for either the fall or spring sessions. To be eligible, students must normally have completed at least one 200-level Hispanic studies course and have a strong academic average.

110 F First-Term Spanish.

Intended for beginners. Thorough grounding in aural comprehension, speaking, reading and writing. Interactive study of Spanish grammar with strong emphasis on oral and written production. First-year students who follow the sequence through 140 may qualify for study abroad. This course is offered only in the fall. (Proseminar.) Four hours of class, with additional TA session and laboratory work. Taught in Spanish. This course is intended for students with no prior knowledge of Spanish. Students with prior knowledge of Spanish must take the placement exam to find a course appropriate to their level. Maximum enrollment, 16. María Gabriela Portal.

115 F Spanish Immersion I.

Designed for exceptionally motivated beginning students who wish to accelerate their acquisition of Spanish. Intensive and interactive study of all of the basic grammatical structures of Spanish, with particular emphasis on writing and speaking. Successful completion will place students into 130 or 135. Students who follow the sequence through 135 may qualify for study abroad in one year. This course is only offered in the fall. (Proseminar.) Two course credits. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and TA session. Taught in Spanish. Maximum enrollment, 16. The Department.

120 S Second-Term Spanish.

Continuing interactive study of Spanish grammatical and lexical structures begun in 110, with special emphasis on speaking and writing. Four hours of class, with additional TA session and laboratory work. Taught in Spanish. This course is offered only in the spring. (Proseminar.) Prerequisite, 110 or placement. Maximum enrollment, 16. Portal.

126 F Conquest of the Americas.
This class follows the violent emergence of a new society in the Americas in the half-century from Columbus's encounter with the Caribbean in 1492 through Cortés's and Pizarro's lightning conquests of the Aztec and Inca Empires. It examines the interactions between indigenous peoples and Europeans in conjunction with Spain's moral crisis over the brutality of its own imperial regime. Analyzes primary sources (Spanish, indigenous, and mixed) and explores how historians make meaning out of the past by using texts, records of warfare, bodies, and the environment as sources of evidence. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Same as History 126.) Maximum enrollment, 18. Cooley.

130 F Third-Term Spanish.
Intensive review of grammar and syntax at the intermediate level, with key emphasis on writing and speaking. Selected readings and in-class activities form the basis for further work in all the language skills. Four hours of class with additional laboratory work and TA session. Taught in Spanish. (Proseminar.) Prerequisite, 115, 120 or placement. Maximum enrollment, 16. The Department.

135 S Spanish Immersion II.
Designed for exceptionally motivated intermediate students who wish to accelerate their acquisition of Spanish. Continuation of Spanish 115. Intensive training in grammar and syntax with special interactive emphasis on speaking, writing and reading. A thorough review of grammar at the intermediate level followed by cultural readings and small group activities. Two course credits. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and TA session. Taught in Spanish. This course is only offered in the spring. (Proseminar.) Prerequisite, 115, 120 or placement. Maximum enrollment, 16. The Department.

140 F,S Conversation on Hispanic Cultures.
Intense focus on speech emergence and oral presentation. Study of diverse cultural readings and other aesthetic productions as a basis for refinement of grammar comprehension and as a means to further improve writing, reading and listening skills. Three hours of class, with additional activities, TA sessions and laboratory work. Taught in Spanish. (Proseminar.) Prerequisite, grade of C or better in 130, placement or consent of instructor. Maximum enrollment, 16. The Department.

200 F,S Exploring Hispanic Texts.
Study of interdisciplinary cultural discourses — art, music, journalism, literature, film — from Latin America and Spain. Focus on written and oral argumentation; introduction to the interpretation of literary texts. Advanced grammar in context and vocabulary building. Course emphasizes writing, oral presentation and the refinement of speech and pronunciation. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Proseminar.) Prerequisite, Grade of C+ or better in HSPST 135 or 140, placement or consent of instructor. Not open to students who have taken HSPST 201W or to senior concentrators. Taught in Spanish. Maximum enrollment, 16. The Department.

201 F Spanish for Heritage/Bilingual Speakers.
Integrated review of the grammatical structure of Spanish for bilingual students who are native or heritage speakers, with intense emphasis on grammar and writing. Major emphasis placed on anthropolitical linguistics; special focus on political and cultural history of U.S. Latinx: issues of immigration, bilingualism, English-Only, social and political movements. Interdisciplinary readings and film by Latin American, Caribbean and U.S. Latinx authors and filmmakers. Intense interaction focused on discussion and oral and written argumentation. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Proseminar.) Prerequisite, Only for Heritage Speakers, placement exam or consent of instructor. Not open to students who have taken HSPST 200W or to senior concentrators. Maximum enrollment, 16. Ambio.

210 S Introductory Study of Spanish Literature.
Intensive study and analysis of cultural concepts and selected literary works of Spain. Introduction to basic critical

skills for literary and cultural analysis as applied to texts studied. Emphasis on oral performance, student participation and on original application of critical methodology in writing projects. (Proseminar.) Prerequisite, 200 or 201 or consent of instructor. Taught in Spanish. Enrollment priority will be given to concentrators. Not open to senior concentrators. Maximum enrollment, 16. The Department.

211 F Introductory Study of Latin American Literature.
A selected overview of cultural concepts and literary movements and genres in Latin American literatures. Special emphasis on representative works of selected historical periods. Introduction to basic critical skills for literary and cultural analysis as applied to texts studied. Emphasis on oral performance, student participation and original application of critical methodology in writing projects. Taught in Spanish. (Proseminar.) Prerequisite, 200, 201 or consent of instructor. Not open to senior concentrators. Maximum enrollment, 16. The Department.

[213] Ficciones del delito.
Analysis of the representations in Latin American fiction of such issues as delinquency, murder, marks of difference, language and social justice, and the critical perspectives which these phenomena engender. Works by Arlt, Borges, Puig, and others. Prerequisite, 210 or 211, or consent of instructor. Not open to senior majors. (Proseminar.) Prerequisite, HSPST 210 or 211. Maximum enrollment, 16.

217 S Introduction to US Latinx Literatures.
Examines cultural production of representative U.S. Latinx writers primarily from the civil rights movement to present. The course explores Latinx writers' engagement with language, political status, race, gender, nationality, and generational markers to reveal both the fluidity and instability of the Latinx imaginary. Readings include autobiographical and biographical works, bildungsroman, memoir, historical novel and vignettes in an exploration of the self and one's relation to collective identity. Taught in English. Not open to seniors. (Same as Literature 217.) Maximum enrollment, 20. Ambio, Marissa L.

219 F,S Advanced grammar review and practical application.
Rigorous review of Spanish grammar at the highest level, including study of the more complex structures relating to the use of the subjunctive,the passive voice and reflexives, the preterite and imperfect tenses, expressions of probability, and the expansion of expository vocabulary. Considerable effort devoted to the development of a mature style of writing, but emphasis placed on the learning and oral practice of grammatical structures. Especially recommended for Spanish majors or minors in their sophomore year, those planning to study abroad or future teachers of Spanish Prerequisite, 200, 201 or consent of instructor. Taught in Spanish. Maximum enrollment, 16. The Department.

[223] Introduction to Hispanic Cinema.
An introduction to film in the Hispanic world, exploring the development of different national traditions within Latin American and Spanish Cinema. At the same time, covers some of the basic tools for interpreting and writing about film. Editing, sound, cinematography and mise-en-scène are some of the key terms and concepts studied in order to understand how viewers and filmmakers create meaning in films. Particular attention to the interrelation of cinema and culture, and the intersection of aesthetics and politics. Prerequisite, 210 or 211. Taught in Spanish. Maximum enrollment, 16.

[224 S] Women in Spanish Literature and Film:"Chicas de película".
With an emphasis in the last two decades, this class will focus on literary and visual constructions of women in Contemporary Spain. Movies, poems and short stories will help us ask questions and explore ideas concerning Spanish women and society such as war and gender violence, immigration, sexualities, citizenship, interpersonal relationships, masculinities in transition, etc. Films and literary texts by Bigas Luna, Isabel Coixet, Icíar Bollaín, Anna Rossetti and Carme Riera, among others. (Proseminar.) Prerequisite, 200 or 201 or consent of instructor. Taught in Spanish. Maximum enrollment, 16.

229 F Spanish for the Professions.
Study of the vocabulary, expressions and functional use of Spanish in professional contexts. Fields covered will be medicine, business, law and social services, among others. This is an ideal course for students who wish to continue using Spanish in their career or simply want to expand their vocabulary base. Taught in Spanish. (Proseminar.) Prerequisite, 200, 201 or consent of the instructor. Maximum enrollment, 16. The Department.

[241] Envisioning the Real: Fantasy, Fact, and Fiction in Hispanic American Literature.
This course studies various literary representations of Hispanic American "reality" from the colonial period to the present. We pay special attention to how history and truth are represented in texts that explore the notion of identity, both individual and national. Taught in Spanish. (Proseminar.) Prerequisite, HSPST 210 or HSPST 211. Maximum enrollment, 16.

250 F Journey into Spanish Cultures.
A study of the cultures of Spain, including history, music, painting and other aspects of Spanish civilization which reflect or have contributed to the development of modern Spanish perspectives. Emphasis on contemporary social and political events. Taught in Spanish. (Proseminar.) Prerequisite, 200, 201 or consent of instructor. Not open to senior majors. Maximum enrollment, 16. The Department.

[257] The World of Spanish Art: From the Alhambra to Guernica.
Intensive study of the artistic production of Spain, as reflected in the most significant expressions of architecture, painting and sculpture, along with the cultural and historical context in which these works were created. To be included, among others: Moorish, Romanesque, Gothic, Renaissance, Baroque, Neoclassic and Modernist styles (in architecture); El Greco, Velázquez, Zurbarán, Ribera, Murillo, Goya, Sorolla, Picasso and Dalí (in painting); and Vasco de la Zarza, Bigarny, Diego de Siloé, Juni, Montanás, Cano, Mena, Berruguete (in sculpture). Prerequisite, 200, 201 or consent of instructor. Taught in Spanish (Fall 2017) Maximum enrollment, 20.

[262] The Spanish Renaissance.
This course explores the literature and culture of the Spanish Renaissance, paying particular attention to the revival of classical literary forms and the social changes and tensions that shaped Spanish society at the time. Topics for discussion include: the reception of Italian humanism in Spain, the significance of certain Spanish literary texts for the formation of modern literary genres (poetry, novel, drama), and the invention of the printing press and the rise of a new concept of authorship. Prerequisite, 210, 211 or consent of instructor. Taught in Spanish. Not open to senior concentrators. Maximum enrollment, 22.

[270] Special Topics in Spanish Literature and Culture.
Taught in Spanish. Prerequisite, 210, 211 or consent of instructor. Normally not open to senior concentrators.

[271] Special Topics in Latin American Literature and Culture.
Topic TBA (Proseminar.) Prerequisite, 210, 211 or consent of instructor. Taught in Spanish. Maximum enrollment, 16.

275 S Fashion and Identity in Hispanic Cultures: The Power of Dress.
Studies fashion as cultural and aesthetic expression, analyzing attitudes and ideologies that circulated in Spain and Latin America from the colonial era to the present. We study novels, journalism, film, television, visual and material culture, and advertising to examine their importance in the construction of identity categories of nation, gender, race, ethnicity, and class. We investigate in a critical and analytical way how fashion is an essential cultural platform for national dialogue, social debate, and the configuration of social roles in different contexts and throughout history. Prerequisite, HSPST 200W or HSPST 201W. Maximum enrollment, 16. Corujo-Martín, Inés.

281 F Introduction to Latin American Short Fiction.
Critical reading and interdisciplinary discussion of selected Latin American short fiction. Designed to familiarize students with the poetics of the Latin American short story and its relationship to pertinent literary movements. An

intercultural examination of the artistic components of various Latin American short stories within their socio-historical contexts. Readings will include works by Borges, Quiroga, Cortázar, Rulfo, Valenzuela, Castellanos, García Márquez and others. Prerequisite, HSPST 200W or HSPST 201W. Taught in Spanish. Maximum enrollment, 16. Hwangpo.

283 S Understanding the Contemporary Hispanic Caribbean World.
In each of the three Hispano-Caribbean islands toward the 1950s, different political fall-outs produced a corpus of texts distinct from that of their predecessors. The Cuban Revolution, the death of the Dominican dictator Trujillo, and Puerto Rico's new political status as a U.S Commonwealth all spurred a reconsideration of literature and other media as a socio-political space in which to articulate new notions of cultural identity. This course, through poetry, film, music and narrative, examines the cultural shifts and their aesthetic correlates arising from these fracturing events. (Proseminar.) Prerequisite, HSPST 200. Maximum enrollment, 16. Rodríguez-Plate.

[301/401] Modernismo.
Contextualized study of the Latin American and Spanish literary movement that broke away from the naturalist tradition and anticipated the avant-garde. Analysis of innovative literary premises in essay, prose fiction, chronicle, theatre and poetry through focus on the new consciousness of the "modernista" writer's role in turn-of-the-century society. Examination of related notions of exoticism and escapism in the context of continental modernization. Prerequisite, Taught in Spanish. two 200-level courses in Hispanic studies above 200 or 201, including 210, 211 or consent of instructor. Senior concentrators who plan to write their senior research project in this course must take it as 401. Maximum enrollment, 16.

[303/403 S] Representing Gender in Latin America.
Approaches gender studies through critical analysis of Latin American literature, film and social movements. We study representations of femininity and masculinity in Latin American culture and their historical roots, considering traditional gender roles and more contemporary attempts to break with social expectations linked to sex and gender, as well as the complex interactions of gender with nationality, class and sexual orientation. Discussions center in issues of representation, identity and "equality." Readings include both literary texts as well as gender theory. (Proseminar.) Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Taught in Spanish. (Same as Women's and Gender Studies 303/403.) Maximum enrollment, 16.

[310/410 S] Medieval Spanish Literature.
An in-depth view of the beginning and early development of Spanish literature, emphasizing key works that serve as precursors to later Spanish and Latin American literatures, including Jarchas, El Poema de Mió Cid, Auto de los Reyes Magos, El Conde Lucanor, Libro de Buen Amor, poetry of the Romancero, Coplas por la muerte de su padre, Cárcel de Amor and La Celestina. Taught in Spanish. (Proseminar.) Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, including 210 or 211 or consent of instructor. Maximum enrollment, 16.

[314] 20th-21st Century Spanish Narrative: Representing Reality and Spanish History after the Death of Franco.
The class will study novels, short stories, films, blogs, and other forms of artistic expression produced in Spain during the 20th and the 21st century. We will discuss essays and articles related to these works, primarily concerning the conscious amnesia of many Spaniards regarding the Civil War and Dictatorship of Francisco Franco, and how to move forward and represent new realities in an age of media and new technologies. Among the authors we will read are: Carmen Martín Gaite, Juan Marsé, Ray Loriga, Agustín Fernández Mallo, Javier Cercas, and Eduardo Mendoza. (Proseminar.) Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Taught in Spanish. Maximum enrollment, 16.

[316] Recovering a Lost Memory: Cultural Representations of the Spanish Civil War and its Aftermath.
The Spanish Civil War and its aftermath shaped 20th-century Spain. This course centers on a selection of novels and films which reconstruct, evoke and explore this traumatic event and its consequences in different ways. We will also

explore current efforts in Spain to recover what is referred to as an "historical memory" ("memoria histórica") of both the war and the Franco dictatorship which followed it. Issues of trauma, exile, memory, identity and gender will be studied. Works by Martín Gaite, Matute, Rodoreda and Chacón among others. (Proseminar.) Prerequisite, 210 or 211 and one additional course beyond 210/211, or consent of instructor. Maximum enrollment, 16.

[320 F] Others like us or not.
The course focuses on women's literature, theory, and cultural production in contemporary Spain. It discusses core topics, issues, conflicts and potential resolutions that shaped and pushed forward Spanish society into a "less imperfect democracy." How does literature and art affect civil rights and social change if they do at all? We will read three representative novels from 1960 to the present, as well as short stories, poems, essays, legal and religious texts, and view films to think about recognition and differences, and, in general terms, about gender. Prerequisite, three courses in HSPST starting at HSPST 200/201. Taught in Spanish. Maximum enrollment, 16.

321/421 S Representing Domestic Labor in Latin America.
Explores representations of domestic labor in Latin America from the mid-19th century to date, investigating the figure of the domestic servant in culture as the nexus where not only forms of oppression -generally around the female subject- are realized, but also where notions of the feminine are worked, subsequently contaminating language, reordering post-emancipation citizenship hierarchies, authorizing the intellectual voice, and exploring social crises in the neoliberal era. This course covers a variety of domains, such as short story, theatre, novel, and visual arts. Prerequisite, 2 courses above HSPST 200W/201W. Senior concentrators intending to complete their senior project in this course must sign up at the 400-level. Maximum enrollment, 16. Carosi, Marcelo.

323/423 F The Power of Looking: Re-imagining the Nation in Hispanic Films.
An in-depth study of the history and poetics of Hispanic films from the double perspective of Hispanic cultural contexts and the development of cinema as artistic expression. Examines how props, lighting, acting, editing, etc. say more than the words in the script. We will discuss how all these elements reflect the cultural visions and beliefs of different Hispanic filmmakers and the times and places they came from. The readings will focus on film theory and film history within the context of nationalism in the Hispanic World. (Proseminar.) Prerequisite, two courses in Hispanic studies above 200 or 201, or consent of instructor. Taught in Spanish. Maximum enrollment, 16. Edna Rodriguez-Plate.

330/430 F Early Modern Spanish Drama: Aesthetics, Ideology and Society.
The 17th century produced some of the most important, influential and interesting works in the history of Spanish theater. Through a detailed analysis of key dramas of the Early Modern period we focus on the emergence and development of theater in Spain, as well as the study of its different subgenres. Pays close attention to the aesthetics of representation as well as sociopolitical and ideological questions. Works by Cervantes, Tirso de Molina, Lope de Vega, Calderón de la Barca and Juana Inés de la Cruz. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Maximum enrollment, 16. Xavier Tubau.

[333/433] Latin American Theatre.
Analysis and discussion of 20th century plays in light of major theatrical movements such as the Theater of the Absurd, the Epic Theater, Metatheatre and the Theater of Cruelty. Examination of construction and critiques of self, power, society and political identities. Readings from such leading playwrights as Usigli, Marqués, Gambaro, Wolff, Carballido and Cossa. Prerequisite, Two 200-level courses in Spanish above 200 or 201 including 210 or 211 or consent of instructor. Taught in Spanish. Maximum enrollment, 16.

[340 F] Femenino, plural / Feminine and Plural.
This course focuses on poetry and (some) narratives and music written by women authors in first person (autobiographical, biographical, community and nation writing) and explores areas of conflict (sexuality, nation, class, race, war) as well as the celebration of the diversity of women and women's writing in contemporary Spain. Texts by Marta Sanz, Gloria Fuertes, Ana Rossetti, María-Mercé Marçal, and Chantal Maillard. Taught in Spanish. Prerequisite,

Two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Maximum enrollment, 16.

[343/443] Contemporary Latin American Novel.
Critical reading of representative Latin American novels from the "Boom" to the present. Authors include Fuentes, García Márquez, Donoso, Puig, Ferré and Boullosa. Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Taught in Spanish. Maximum enrollment, 16.

351/451 F Writers of the Boom.
Studies the narrative of internationally recognized Latin American authors of the 1960's-1970's, contextualizing the literary "boom" of this time period, and introducing some of the fundamental works in twentieth century literature. Authors include Carlos Fuentes, Julio Cortázar, Mario Vargas Llosa, José Donoso and Gabriel García Márquez. Prerequisite, Two courses in Hispanic Studies above 200 or 201, or consent of instructor. Hispanic Studies concentrators only. This course is the senior seminar for Fall 2019. Hispanic Studies senior concentrators only. Required for candidates for honors in Hispanic Studies. Maximum enrollment, 12. Burke, J.

[360/460] The Generations of 1898 and 1927.
This course will be a study of the ideas, trends and new concepts of Spanish literature at the end of the 19th century and beginning of the 20th century, spurred on by historical challenges (loss of Empire) and social unrest (political upheaval) in Spain. José Ortega y Gasset's La deshumanización del arte will serve as a theoretical bridge between the two generations. We will also question the validity of these categories and problematize the anointing of literary generations. (Proseminar.) Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Maximum enrollment, 16.

361/461 S Post-Boom Narratives.
Studies the narrative of Hispanic American authors of the 1970's-1980's whose work came to light after the literary "boom" of Latin American fiction in the previous decade. Post-Boom narratives engage with the social challenges of their time, showing a commitment to ideology and protest. Their work frequently incorporates pop and youth culture. These authors write about dictatorship and exile, oppression and human rights, sexuality and identity. Authors include Elena Poniatowska, Gustavo Sainz, Antonio Skármeta, Manuel Puig, Isabel Allende, Luisa Valenzuela and Rosario Ferré. (Proseminar.) Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Maximum enrollment, 16. Jessica Burke.

362/462 S Literature on Film.
This course will focus on the film adaptations made of Spanish plays and novels and on the texts that originated them. How does verbal translate into visual? How does film narrate or dramatize differently (if so) than literature? Readings will include contemporary as well as classical literary works and the viewing and analysis of their film adaptations: Lope de Vega, García Morales, Manuel Rivas, Fernando Aramburu among others, and movies by Pilar Miró, Erice, Cuerda, Viscarret, and Uribe. (Proseminar.) Prerequisite, 2 courses above HSPST 200W/201W. Senior concentrators intending to complete their senior project in this course must sign up at the 400-level. Maximum enrollment, 16. Sabadell Nieto.

367 F Nueva York: Contemporary Literature and Art.
The course studies the literary and artistic production of Spaniards, Cubans, Puerto Ricans, Dominicans and Central Americans in New York City from the civil rights movement of the 1960s to the 21st Century. Students will analyze primary sources to explore multiple aspects of identity: national, cultural, racial, linguistic, generational, Caribbean, Latinx and Nuyorican. Primary materials include short stories, novels, memoirs and poetry, and visual art and performing arts, when available. Secondary readings provide the historical and theoretical framework for analysis of cultural production. (Proseminar.) Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Taught in Spanish. Maximum enrollment, 16. Marissa Ambio.

[370/470] Postmodern Spain: New Narratives and New Technologies.
This course is dedicated to the analysis of new Spanish writing that explores the Internet, TV series and other forms of technological narrative (social networks, YouTube, video, etc.). The course is focused on recent authors, primarily of Spanish origin, while also dialoging with other literatures about fragmentation, the bombardment of images, media diversity, the perception of reality, and ruptures with canonical forms of writing. Students will be required to create blogs or other genres of social network writing and pay attention to diverse forms of communication. Prerequisite, 210, 211 or consent of instructor. Maximum enrollment, 16.

[377] Latinx Experiences in the United States.
Rigorous examination and historico-political analysis of U.S. Latinx literary production and poetics with focus on short story and drama (including performance art). Examination of construction and critiques of self, gender, society and political and sexual identities. Course analysis framed by feminists literary theories and criticism, and anti-racist pedagogy. Authors will include Ana Castillo, Sandra Cisneros, Cherríe Moraga, M. H. Viramontes, Nicolasa Mohr, Migdalia Cruz, Marga Gómez. Prerequisite, two 200-level courses in literature or consent of instructor. No knowledge of Spanish required. Taught in English. (Same as Women's and Gender Studies 379.)

[380/480] Cervantes' Don Quijote.
Careful analysis of the style, characterization, theme and structure of Spain's greatest literary masterpiece, and the study of the work's relationship to the major social and intellectual currents of the 17th century. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Maximum enrollment, 20.

[381/481 S] Literature and Modernity in the Andes.
The cultural representations of religion, history, means of transportation, media, photography, etc., provide distinct points of view on how modernity has been perceived in the Andes. This course will introduce students to the recognition of those perspectives by looking closely at novels, short stories, and movies, produced from the 19th century to the present day. This course also will explore the diverse ways in which the intensification of modernity has changed the nature of Andean cultural production itself: its language, style, the narrator's and characters' worldviews, etc. (Proseminar.) Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Taught in Spanish. Maximum enrollment, 16.

383/483 S Creative Writing in Spanish.
This course focuses on three components: The reading of contemporary Latin American literature, analysis and identification of narrative techniques; the student's own production of literary texts based on learned techniques; and revision and comments on peers' writing. Students will have weekly written assignments and also will read their peers' short stories, poetry, nonfiction, translation of literary texts, etc. The final project is a compilation of creative works and previous drafts. (Writing-intensive.) Prerequisite, 2 courses above HSPST 200W/201W. Senior concentrators intending to complete their senior project in this course must sign up at the 400-level. Maximum enrollment, 16. Martínez Arias, Jack.

[390/490 F] Jewels of Spanish Poetry.
Close textual examination, at the most advance level, of some of the most memorable poems produced in Spain from the Renaissance to the 20th century. Offers an appreciation and enjoyment of various forms of poetic expression, along with an understanding of the literary, social and historical context that influenced their creation. (Proseminar.) Prerequisite, two courses above HSPST 200W or 201, or consent of instructor. Taught in Spanish. Maximum enrollment, 16.

391 F Strategies of Resistance in Hispanic-Caribbean Literature: From Slavery to Racial Consciousness.
Examines the emergence of the African culture in the Hispanic-Caribbean, taking into consideration some literary texts from the 19th and 20th centuries. Studies how the voice of the margins has been excluded or included, and consciously

manipulated. Analyzes the concept of "race" and its intricate relations with gender, class and cultural politics. Also considered: the anthropological representation of the Other, the object/subject of slavery, racial stereotyping and oppression, religion, sexuality and interracial love. Prerequisite, Two 200-level courses in Hispanic Studies above 200 or 201, or consent of instructor. Taught in Spanish (Same as Africana Studies 391.) Maximum enrollment, 16. Edna Rodriguez-Plate.

550 S Honors Project.
Independent study program for students who qualify as candidates for departmental honors. Students will work closely with a thesis advisor(chosen from among the Hispanic studies faculty) who will direct and guide the preparation and oral defense of the thesis. Students will normally also choose a second reader. Students must have an average of at least 90 in the courses counting toward the concentration at the end of the first semester of the senior year in order to qualify. Honors concentrators must normally take the Senior Seminar (400-level course) during the fall of their senior year. Prerequisite, HSPST 400-level course, HSPST concentrator with GPA of 3.5 in HSPST courses upon time of registration. The Department.

History

Faculty
Douglas Ambrose
Mackenzie Cooley
John Eldevik
Kevin Grant
Maurice Isserman
Shoshana Keller
Francis MacDonnell
Celeste Day Moore (on leave 2019-20)
Peter Simons
Lisa Trivedi, *chair*
Thomas Wilson

Special Appointments
Christian Goodwillie

The goal of Hamilton's History Department is to introduce students to the histories of a broad range of cultures, peoples, places and times while honing their skills in writing, speaking, and research.

Beginning with the class of 2021, a concentration in history consists of 9 courses. Each concentrator must take a writing-intensive, 100-level history course. No more than two 100-level courses may be counted toward the concentration. Course selection must include one course in US history and one course that covers the pre-modern era (pre-1800). It must also include at least one course in three of the following regional categories: Europe and the Mediterranean; Eurasia and Russia; the Middle East; Latin America and the Caribbean; Africa and African diaspora; Asia; transnational. A concentrator must complete one 300-level course devoted to the study of historiography and one 300-level course devoted to research skills. A concentrator must finally complete the senior thesis project (History 401 or 550) The department strongly recommends that each concentrator complete both of the required 300-level courses before undertaking the senior thesis.

Beginning with the class of 2020, concentrators shall fulfill the Social, Structural, and Institutional Hierarchies requirement by taking two History courses that consider structural and institutional hierarchies. These courses are designated in the catalog's list of History courses with the label "(Social, Structural, and Institutional Hierarchies)." These and all other courses fulfilling concentration requirements are listed on the department's Blackboard site.

Beginning with the class of 2021, students shall meet with their advisers in the semester that they declare the concentration to discuss and assemble a set of at least four courses which they have taken, or plan to take, including one at the 300 level, that fall within one of the thematic areas designated below. After consulting with the adviser, students shall submit a brief explanation of their thematic selection of courses for approval by both the adviser and the chair. Students may petition to include one course from outside the history department toward their thematic focus. That course will not count toward the nine courses required for the concentration. Students may petition to define their own thematic areas. The Department strongly encourages students to write a senior thesis that draws upon coursework and research done in the chosen thematic area.

Environment
Ideas, Science, Knowledge

Property, Labor, Exchange
Race, Gender, Identity
Rebellion, Revolution, War
Religion, Ritual, Belief
Sovereignty, Empires, Nations

The Department strongly encourages concentrators to develop competence in a foreign language and to use that competence in their historical reading and research.

Research Seminar (401). Concentrators may fulfill the Senior Program requirement through satisfactory completion (a grade of at least C-) of the research seminar. This course emphasizes the critical evaluation of scholarship in a specific field, culminating in either a historiographical essay or an original essay based upon primary sources and informed by relevant scholarship.

Independent Senior Thesis (550). Concentrators may pursue an individual project under the direct supervision of a member of the department upon achieving a grade point average in the concentration that is normally 3.5 or higher and with the approval of the department chair and the faculty member supervising the project.

Departmental Honors.
To earn departmental honors, concentrators must complete at least three 300-level courses, including one devoted to historiography and one devoted to research skills. They must earn a grade of A- or higher for the independent senior thesis and make a public presentation of the thesis. They must have a grade point average in the concentration that is 3.5 or higher upon graduation, and they must have completed at least one year of college-level study in a foreign language.

A minor in history consists of five courses. One of these five courses must be a writing-intensive 100-level course. Only two 100-level courses will count toward a minor. At least one course must be at the 300 level or higher.

A student wishing to be certified to teach social studies in grades 7-12 should contact the Education Studies Program as early as possible.

[100 F] Murder, Civil War, and Opera.
Ivan the Terrible murdered his heir, and left Russia to face economic collapse and mass hunger without a stable government. Then things got really bad. Did Boris Godunov murder Tsarevich Dmitri? Was the First False Dmitri for real? Only Pushkin knew for sure, but it took Modest Mussorgsky to wrap it up in the greatest Russian opera of all time. This course will explore the relationships between history, art and national identity in Russia. (Writing-intensive.) (Same as Russian Studies 100.) Maximum enrollment, 18.

104 S Europe and its Empires, 1500-1960.
A survey of European exploration, imperial expansion and post-colonial society. Examines European debates over the principles and objectives of imperialism in the Americas, the Pacific and Africa. Illuminates changing views toward culture, economics, race, gender and nationality. Stress upon basic skills in the interpretation of historical texts and writing. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Maximum enrollment, 18. Grant.

[106 F] Great Migrations.
This course places narratives of migration, enslavement, and exile at the center of United States history. Taking as its reference point the history of the “Great Migration” of African Americans from the rural South to Northern cities in the early-to-mid-twentieth century, the course explores migration in many forms throughout US history. In addition to examining a wide range of secondary and primary source material, students will be trained to collect oral histories that will offer insight into the history of migration in their own communities and at Hamilton. (Writing-intensive.) (Proseminar.) Maximum enrollment, 16.

109 F Early Modern Western Europe, 1450-1800.
Survey of transformation of Western Europe from the Renaissance through the French Revolution. Focuses on social, political, economic and intellectual developments; examination of primary sources and secondary studies. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 18. Ambrose.

110 F An Introduction to the History of the United States, 1492-1861.
Introduction to U.S. history and the exploration and settlement of British North America, the encounter between Europeans and Native Americans, the colonial era, the American Revolution, the Federalist Era, and 19th-century U.S. history including the growing national division over slavery, concluding with the onset of the Civil War. Ambrose.

111 S An Introduction to the History of the United States, 1861-2001.
Introduction to U.S. history and an overview of the Civil War and Reconstruction, the emergence of the U.S. as a global power, progressivism and the New Deal, the Cold War, the liberal and radical insurgencies of the 1960s, and the conservative revival of the 1970s to the present. Simons.

[115] The Civilizations of Greece and the Near East.
An introduction to the legacy of ancient Greece and the Near East through the study of history, literature, philosophy and art. (Same as Classics 115.)

117 F Capturing Light and Time: Europe in Photographs, 1815-1968.
This course explores European history through a photographic lens. In the aftermath of the Napoleonic wars, Europeans experienced momentous changes driven by the new politics of liberty and rights, the rise of nationalism, and industrialization. Photography, a new industrial technology and a revolution in sight, enabled Europeans not only to chronicle these changes but also to reconceive time and their place in the world. This course addresses photographs as windows upon the past and as texts and objects requiring historical scrutiny. (Writing-intensive.) Maximum enrollment, 18. Grant.

120 F Roman Civilization.
An introduction to the history and culture of ancient Rome. Stress on social history and basic skills in the study of history. (Same as Classics 120.)

[124 S] Silk Road.
The silk roads were a network of trade routes from China to the Mediterranean Sea. This course explores ancient Eurasian trade, language, religion, art and power as Chinese, Turks, Persians, Arabs, Greeks, Mongols and many others interacted across vast distances. We will study how historians think, considering texts, archeology, linguistics, and art as sources of evidence. (Writing-intensive.) Stress on basic skills in the study of history. Maximum enrollment, 18.

[125 F] Black Metropolis.
This seminar interrogates the role of cities in African-American life. Through course readings and assignments, we will develop an alternative genealogy of black urban life that pushes against predominant narratives of urban crisis and dysfunction to consider instead how cities have also fostered black community, culture, and creativity. At the end of course, using census data, newspapers, city directories, novels, photographs, and oral history interviews, students will work in groups to map the history of black social, cultural, and political institutions on the South Side of Chicago (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Maximum enrollment, 18.

126 F Conquest of the Americas.
This class follows the violent emergence of a new society in the Americas in the half-century from Columbus's encounter with the Caribbean in 1492 through Cortés's and Pizarro's lightning conquests of the Aztec and Inca Empires. It examines the interactions between indigenous peoples and Europeans in conjunction with Spain's moral crisis over the brutality of its own imperial regime. Analyzes primary sources (Spanish, indigenous, and mixed) and

explores how historians make meaning out of the past by using texts, records of warfare, bodies, and the environment as sources of evidence. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Same as Hispanic Studies 126.) Maximum enrollment, 18. Cooley.

132 S Jewish Civilization from the Talmud to the Yishuv.
A survey of Jewish history from the Babylonian academies 1100 years ago to the 1930s, seen through the lives of individual people. Focus on how Jews developed a thriving and complex religious civilization while living in minority communities scattered across the world. We will consider religious and intellectual developments under Muslim and Christian rule, the political and social conditions of diaspora, and the impact of modernity. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 18. Keller.

[133 F] The Animal Other: Humans, Animals, and the Birth of Modernity.
A historical exploration of human relationships with other animals from antiquity to the present. Changing ideas and practices in global modernity have renegotiated human relations with the natural world, transforming hunting, slaughter, husbandry, scientific experimentation, display, and pet-keeping. Through primary source analysis and experiential learning, the course considers changing ideas of animal agency, the sciences of zoology, animal behavior, ecology, and moral obligations to non-human animals. (Writing-intensive.) Maximum enrollment, 18.

138 F Spies in American History from World War II through 9/11.
This course explores the history of intelligence and counterintelligence in the United States from World War II through the 9/11 attacks. Major topics include: successes and failures of the Office of Strategic Services, the Central Intelligence Agency, the Federal Bureau of Investigation, and the National Security Agency; the use and abuse of intelligence by modern Presidents; and representations of spies and subversives in fiction and mass culture. (Writing-intensive.) Maximum enrollment, 18. MacDonnell.

144 F Indian Buddhism.
An introduction to origins, essential beliefs, popular practices and institutions of Buddhism. Examines the life of Buddha, his teachings (Dharma) and Buddhist communities through a range of Buddhist texts, art and archaeological sources. (Writing-intensive.) Open to all students (Same as Religious Studies 144.) Maximum enrollment, 18. Philip Friedrich.

[146 S] Christianity to 1500.
A survey of the origins and development of the Christian religion in its social, political, and cultural contexts from the first century CE to the eve of the Protestant Reformation. Special consideration will be given to questions of orthodoxy versus heresy, the cult of saints, and the impact of Christian theology on the construction of class, gender, and identity in medieval Europe. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 18.

[150 F] Myth and History of the Middle Ages.
The Middle Ages continue to be one of the most tantalizing, but misunderstood, periods in European history. This course takes on some of the biggest preconceptions and myths about medieval culture -- religious violence, barbarian hordes, witch hunts, intellectual stagnation -- and subjects them to critical scrutiny using original sources. What we discover is that the "real" Middle Ages was a far more fascinating, and perhaps stranger, period than you imagined. (Writing-intensive.) Stress on basic skills in the study of history. Maximum enrollment, 18.

[155 S] The Megacity in Global Perspective: Power, Space, and Everyday Life.
Today the world has 28 megacities, with populations of 10 million or more people. Sixteen of these cities are in Asia. By 2030 there will be 41 megacities, with Tokyo and Delhi the largest urban conglomerations with 37 and 36 million people. Drawing upon novels, ethnographic accounts, historical documents, architectural and design plans, the course explores space and economic opportunities, contestations over infrastructure, and attempts to address gender, ethnic, and income disparities, human resourcefulness and entrepreneurship. (Writing-intensive.) (Social, Structural, and

Institutional Hierarchies.) Stress on basic skills in the study of history. Maximum enrollment, 18.

156 F Making Modern Cities.
This course examines the design of buildings and cities by professional architects, urban planners, and developers in the nineteenth and twentieth centuries. It also addresses utopian projects and theoretical texts that have influenced modern design. We will furthermore illuminate in western and non-western contexts the relationships between the architecture of cities and economic and political processes. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Same as Environmental Studies 156.) Maximum enrollment, 18. Trivedi.

157 S Environmental History: An Introduction.
This course introduces students to environmental history by examining both foundational scholarship and new research in the field. It will explore the methods and sources—including texts, images, sounds, artifacts, and site visits—that historians use to uncover the natural environment's past. As an introduction to the history of the natural environment, this course equips students to pursue new areas of inquiry and provide them with a different lens through which to view familiar topics. (Writing-intensive.) (Same as Environmental Studies 157.) Maximum enrollment, 18. Simons.

[159 S] America in the Two World Wars.
This course examines the involvement of the United States in the two world wars of the twentieth century, 1917-1918, and 1941-1945. It combines military history with an in-depth consideration of the impact of the wars on U.S. politics, society, economics, and international relations. (Writing-intensive.) (Proseminar.) (Open to first-year students only) Maximum enrollment, 16.

160 F The Global Middle Ages.
This course examines the Middle Ages (500-1500) as an era of dynamic exchange and creative growth in world history. It addresses trade, travel, and military conflict across Europe, Eurasia, Africa, and the Indian Ocean. Readings focus on an interdisciplinary array of original sources, from chronicles and travelogues to archaeological studies and art historical monuments. There will be a one-day (Saturday) field trip to The Cloisters museum in New York City. Eldevik.

165 F Italian Renaissance Civilization and Culture: From imitation to innovation.
Was it perhaps something in the water? How did Italy produce so much genius between 1300-1600? Economic stability, enlightened rulers, a burgeoning merchant class, and an insatiable thirst for knowledge spawned one of the most prolific periods of artistic, literary, and scientific progress known to history. From Dante to Da Vinci, Giotto to Galileo, Machiavelli to Michelangelo, and Savonarola to sprezzatura, we will study the men, the women, and the ideas that shaped Western civilization. No knowledge of Italian required. (Same as Italian 165.) Demos.

180 S Exploring Cultures in Asia.
History of South and East Asian cultures beginning in ancient times, emphasizing both their commonalities and distinctive features in comparative context. Critical examination of structural hierarchies that have shaped Asian societies, focusing on ritual and kingship, the spread and transformation of Buddhism throughout Asia, Islamization of South Asia, gender, and the formation of empire. Students read secondary and primary sources, including selections from epic traditions, ritual and mythic sources, and literary texts. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Same as Asian Studies 180.) Maximum enrollment, 18. Trivedi and Wilson.

[202 F] Late Antiquity and the Early Middle Ages.
The Dark Ages aren't what they used to be! This course surveys the social, economic and religious history in Europe and the Mediterranean from ca. 200 to 1000 AD, with particular attention to questions of continuity between the Roman Empire and its successors states in the east and west, the rise of Christianity and Islam, and the creation of new ethnic identities and social structures in the post-Roman world.

[203 F] African-American History to 1877.

Traces African-American history from the slave trade through the end of Reconstruction. Course material will include secondary and primary sources, including slave narratives, court documents, photography, music, and advertisements. The course will consider broad themes, including agency and resistance, the relationship of race to categories of gender, class, and sexuality, and the meaning of freedom. (Social, Structural, and Institutional Hierarchies.) (Same as Africana Studies 203.)

[204 S] African-American History from 1877 to the Present.
Examines the history of African Americans in the post-emancipation United States, looking closely at black communities during periods of industrialization, migration, war, and globalization. Lectures and discussion will draw on primary sources, including films, novels, poetry, radio and television, and speeches. Conversations will focus on the diversity of experiences and identities that have comprised the African-American experience in the United States. (Social, Structural, and Institutional Hierarchies.) (Same as Africana Studies 204.)

[206 S] Slums and the City.
This course examines the relationship of the slum to the city, and of slum dwellers to urban life and economy in the Asian continent, which has the largest share of the world's slums. It focuses on the cultural, social, economic, and political processes that shape this urban housing form, introducing students to theories on low-income housing and enhancing our knowledge of prevailing regional and global politics and economies. (Social, Structural, and Institutional Hierarchies.)

209 F Islamic History and Culture.
An interdisciplinary exploration of Muslim societies from the 7th century to the present. Beginning with the origins of Islam, the history of the Quran, and the biography of the Prophet, the course examines how questions of political authority, religious practice, and cultural exchange were navigated as the Muslim community developed. We read texts from Islam's rich literary heritage and pay close attention to the ways in which the Muslim past continues to animate contemporary debates, practices, and imagination. (Same as Religious Studies 209 and Asian Studies 209.) Usman Hamid.

[212 F] Modern Germany: 1789 to the Present.
Political, cultural and social developments, with emphasis on the authoritarian versus the liberal tradition, unity and modernization, the World Wars, Nazi tyranny, postwar division and unification.

215 S The American Civil War.
Examines the causes, conduct and legacy of the American Civil War, with particular attention to the debate over slavery, the divergent social, economic and cultural development of the southern and northern states, the religious dimension of the war, battle front strategy and home front mobilization, the politics of emancipation, reconstruction, redemption and reconciliation, and the Civil War in popular memory down to the present. (Social, Structural, and Institutional Hierarchies.) Ambrose.

[220] Contemporary Culture and Politics in India.
Cultural and political-economic dynamics in post-colonial India. Traverses early and more recent anthropological approaches to rural village social structure, including dimensions of hierarchy, gender, religion, communication and economy; relatively recent transformations in expressions thereof that are national in scope; and relatively new considerations of the importance of media, including cultural productions disseminated through audio-cassettes, film and television, as the economy undergoes neo-liberal transformations. Prerequisite, one course in anthropology, History/Asian Studies 180 or consent of instructor.

221 F Early Russian History From Rurik to Alexander II.
A survey of Russian history from Kievan Rus' to the Great Reforms of Alexander II. Emphasis on the development of Russia from scattered principalities to empire and the struggle for an identity between Europe and Asia. (Same as

Russian Studies 221.) Keller.

[222 S] Modern Russian History.
Russia from the 1861 emancipation of the serfs to the present. Study of revolution and continuity throughout the modern period, with an emphasis on the multi-national character of the Russian/Soviet state. (Same as Russian Studies 222.)

[223 S] Gender and Violence in the Middle Ages.
This course serves as an introduction to the field of Medieval and Renaissance Studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history, and art, we will examine the intersection of ideas about the body, gender, and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc. Prerequisite, One 100-level course in literature or history, or AP 4 or 5 in English or history. (Same as Literature 223 and Medieval and Renaissance Studies 223.) Maximum enrollment, 24.

[224 S] The Art of Empire: Vienna, 1683-1945.
This course explores the history of the Hapsburg Empire and Austria through the art, architecture, literature, and music of its great capital, Vienna, with a particular focus on its role as a center of artistic and cultural production in the long nineteenth century. Readings will include authors like Zweig and Freud, as well as listening to the music of Beethoven and Mahler, and viewing the art of Klimt and Kokoschka, among others. Course includes one required, day-long Saturday excursion to the Neue Galerie museum in New York City.

225 F History of Ideas: Science and Revolution from the Renaissance to the Enlightenment.
What does it mean to be human? What is nature and by what laws is it governed? This course examines the early intellectual foundations of the modern world. Natural knowledge took on new forms in the hands of natural philosophers such as Galileo, Bacon, and Descartes and also in the work of artists such as Leonardo Da Vinci. Spanning the Renaissance and the Enlightenment, this course explores the intersection of practice and knowledge creation in a global context, combining study of original texts and experiential learning, including visits to special collections. Cooley.

226 S History of Ideas: Science and Revolution from the Enlightenment to the present.
This course examines the development of modern science and philosophy with emphasis on the ideas, objects, and institutions that shaped natural knowledge between the eighteenth and twenty-first centuries. Rapid socio-economic and technological change disrupted traditional systems and hierarchies in communities around the world, generating new ideas about personhood, nature, and the divine. This course explores the intersection of practice and knowledge creation in a global context, combining study of original texts and experiential learning, including visits to special collections. Cooley.

[227 S] Environment and International Relations.
International relations are inseparable from the natural environment. Whether it's claiming access to land and resources, responding to natural disaster and disease, or crafting foreign policy, the natural world both shapes and is shaped by interactions among state and non-state actors. Lectures and discussions in this historically focused course will explore the environmental underpinnings of international relations through topics such as food and agriculture, energy, foreign aid and development, and climate change.

[229 F,S] The American Founding: Ideals and Reality.
An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America. Prerequisite, Government 117, Philosophy 117 or a 100-level course in history. May count toward a concentration in either history or government. Not

open to students who have taken History 240 or 374. (Political Theory) (Same as College Courses and Seminars 229 and Government 229.) Maximum enrollment, 24.

[230 S] England, Ireland, Empire, 1485-1701.
This course examines the shifting boundaries of sovereignty and religion in Britain and Ireland in the period from the founding of the Tudor monarchy to the Glorious Revolution. It simultaneously shows how England developed its power overseas through trade, colonization, and privateering. This course illuminates the disparate, multicultural societies over which the English monarchy extended its rule, demonstrating how tumultuous struggles to consolidate and sustain political authority in the 'Atlantic archipelago' corresponded with the global expansion of British commerce.

[231 S] Britain, Ireland, Empire, 1688-2007.
This course examines the fraught relationship between Great Britain and Ireland from the Glorious Revolution to the era of New Labour and the Good Friday peace accord. It shows how British society was transformed by commerce and industrialization, and how the development and eventual collapse of the overseas empire influenced British politics and culture. In addressing the post-imperial era, the course places emphasis on the Cold War, the effects of the decline of Britain's industrial economy, and immigration from the Commonwealth.

233 S Laozi and Confucius in History.
Examination of the two most significant figures in Chinese history and the disciples and schools that traced their origins to them. Discussion of the texts attributed to Laozi and Confucius, the conflicting interpretations of their teachings from ancient times to the present, and the proliferation of schools that claimed to transmit their original meanings. An eminent Chinese historian once said, "Every era has its own Confucius. There are many different Confuciuses in any one era." This adage, as we shall see, applies to both. (Writing-intensive.) (Proseminar.) Prerequisite, One course on Asian history, religion, or philosophy, or consent of instructor. Maximum enrollment, 16. Wilson.

Spring 2016 01 (Wilson T)

234 S US History, Hollywood and Popular Memory.
This course surveys significant American films made between the 1930s and the 1990s. It considers how movies can capture or distort truths about the past, act as mirrors of the larger contemporary culture, and serve as instruments of social change. Topics include Hollywood, race and the Civil War; the Western; the Red Scare; propaganda and censorship, and competing visions of the American dream. MacDonnell.

[235 F] Women in Modern Asia.
Key dimensions of women's relationships to colonial and national states in Asia during the 20th century. Introduction to distinct cultural systems in Asia with emphasis on how religion, ethnicity and class shape lives of women in Asian societies. Roles of women in politics, economics and social reform under both colonial and national states. Extensive use of biography, autobiography and memoir. (Social, Structural, and Institutional Hierarchies.) (Same as Women's and Gender Studies 235.)

238 F War and Society in American History.
This course scrutinizes the history of American warfare from the colonial period through the second invasion of Iraq in 2003. Topics include: the causes of war and peace in a democracy; the role of political leaders, generals, soldiers, and civilians in preparing for and fighting America's wars; and the interplay of values, power, and interests in shaping America's diplomatic and military policies. MacDonnell.

[239 S] The Making of Modern India, 1526-1947.
An intermediate-level survey of the history of South Asia from the Mughal Empire to independence. Comparative emphasis upon changes in social identities, political systems and economic life. Primary documents draw forward the perspective of rulers, merchants, women, reformers, workers, colonial officials and nationalists. (Social, Structural, and

Institutional Hierarchies.) Not open to first-year students in the fall.

[241 F] American Colonial History.
A survey of early America from European contact through the Revolution, with emphasis on Indian relations, settlement patterns, political, economic and social development, religious and cultural life, and regional similarities and differences. Not open to first-year students.

[242 F] The Old South.
Examination of the development of Southern society from European settlement through the Confederacy. Emphasis on evolution of slavery and political development; religious, intellectual and cultural life; slave life and resistance; gender and family relations; secession; and the legacy of Southern history.

[243 S] Tocqueville's America.
Alexis de Tocqueville wrote one of the most influential assessments ever written about politics and culture in the United States. Tocqueville traveled widely and his insights into religion, slavery, private association, democratic procedure, individualism, and the American mind and character have been recited and explored by legions of writers. This course will center on reading Tocqueville's work to examine the strengths and weaknesses of the text. Prerequisite, One course in history.

244 S Religious Conflicts.
Is religion a source of conflict in the modern world? Investigates examples of religious difference and negotiation from Asia and Europe. Focus on political and religious differences over sacred space, conversion, and Love-Jihad, and interactions among Hindus and Muslims in India. (Same as Religious Studies 244.) Abhishek Amar.

[245 F] Environment and US Global Expansion.
The geography of the continental United States seems like the result of inexorable sea-to-sea growth. This survey of environmental history of the American frontier aims to upset this inevitability and approach US expansion as the accumulation of foreign landscapes that Americans shaped into the United States. The course challenges the idea of a westward-moving frontier that disappeared in 1890, instead following it as it moved overseas, into popular culture, and even beyond the earth.

[247] "Cracking India:" Historical and Literary Perspectives on Partition.
Interdisciplinary seminar investigates the 1947 partition of British India into the independent nations of India and Pakistan from multiple perspectives and drawing on a variety of sources, including conventional and oral histories, memoirs, fiction and film. Focus on gender and class as well as religious differences. Prerequisite, an introductory course in either history or literature.

[249 S] Architectures of Occupation and Resistance.
What does the architecture of buildings and cities tell us about systematic oppression and political control? What options for resistance exist in structures of occupation and dispossession? This course examines how the design of the built environment is shaped by social hierarchies and political agendas. We will also examine how occupation and resistance are in constant flux, and how the dispossessed find ways to act politically and to resist strategies of domination through their everyday spatial practices and tactics. Students who have taken HIST 366W Space, Society and Power are ineligible to enroll for this course.

[251 F] Nineteenth-Century America.
A survey of American life from 1789 to 1900, with emphasis on the origins of political parties, the growth of democracy, sectional conflict and war, and the transformation of America from an agrarian to an industrial state.

[252 F] Empires of Sex: Gender and the Body in the Early Modern World.
This course considers the global history of sexuality, gender, and the body from antiquity to the French Revolution.

Recognizing that mixing among humans was a powerful and potentially dangerous tool for developing new populations, imperial regimes and privileged individuals constructed sexuality through science and politics to remake society for their own ends. Topics include intimacy, sexual violence, the science of reproduction, homosexuality, intersex and transgender individuals, and historical demography.

254 F Recent American History: The United States, 1941 to the Present.
A survey of American political, economic, cultural and social life from the start of the Second World War to the present. Topics include the Second World War, the Cold War, McCarthyism, the Civil Rights Movement, the sixties and their aftermath, and the Reagan Revolution and its aftermath. Isserman.

256 F Islam and Modernity in South Asia.
This course develops a nuanced understanding of Islam and its role in shaping socio-religious and political landscape of modern and pre-modern South Asia. Questioning misconceptions of Islam, it examines its mideast origins, Qur'an, theology, law, religious practices, Shi'i and Sufi traditions, expansion in South Asia, colonialism, and modernity. Readings include secondary, literary, architectural and archaeological sources. Next offered Fall 2019. (Same as Religious Studies 256 and Asian Studies 256.) Usman Hamid.

[265] Priests, Warriors and Commoners in Early/Ancient India.
A factual and analytical study of South Asia History from the rise of the Indus Valley Civilization to the establishment of the Delhi Sultanate (ca. 2500 BCE-1200 CE). Introduces major processes, narratives and interpretations of early India by exploring urbanization, empires and regional states, mercantile and trade networks, and development and transformation of Buddhism and Hinduism. Adopts a multi-disciplinary examination of literary, archaeological and art-historical sources. Of interest to students of history, art history, literature and religion.

275 S Modern Middle Eastern History.
A survey of the Middle East from Napoleon's invasion of Egypt in 1798 to the present. Examines Muslim responses to European imperialism, political and cultural developments, the impact of the Cold War and the continuing Arab-Israeli rivalry. (Social, Structural, and Institutional Hierarchies.) Keller.

278 S South Africa: From Colonialism to Democracy.
Survey from the first Dutch settlement on the Cape in 1652 through the first multiracial democratic election in 1994. Issues will be explored through the experiences of indigenous peoples, such as the Khoisan, Zulu and Xhosa, migrant laborers from Asia, the "coloured" community, Afrikaners and British settlers. (Social, Structural, and Institutional Hierarchies.) (Same as Africana Studies 278.) Grant.

[280 F] Emperor, Gentryman, and Commoner in Ming-Qing China.
Study of Chinese cultural and social history during the Ming and Qing dynasties (thirteenth to the nineteenth century) from the perspectives of the emperor, the Confucian gentry, and commoners. Focuses on the ritual roles of the emperor and civil officials, and the range of commoner experiences. Considers the intersection of religious practices among the emperor, Confucian officials, and commoners; the decline of the medieval aristocracy and emergence of the Confucian gentry; the family, gender, and foot binding. No previous knowledge of Asian history required.

Fall 2016 01 (Wilson T)

285 F Modernity and Nationhood in China.
Examination of the social and cultural forces contributing to the decline of imperial institutions beginning in the 19th century, as found in the Taiping Rebellion, cultural interaction with Western missionaries, traders, and military and nationalist revolutions in the 20th century. Readings and class discussions consider the coherence of nationhood in Chinese identity and reexamine the "Western impact" as a force in the formation of modernism in China. (Social, Structural, and Institutional Hierarchies.) Wilson.

Spring 2016 01 (Wilson T)

[286 S] The Byzantine Empire.
For more than 1000 years following the breakup of the Western Roman Empire, the Eastern Roman, or Byzantine, Empire, with its capital at Constantinople, preserved the legacy of imperial Rome in the medieval Mediterranean. This lecture-discussion course will explore the history of the Byzantine Empire, from the reign of Constantine the Great (ca. 330) to the fall of Constantinople to the Ottoman Turks in 1453. Religious, social, and political developments will be considered, along with medieval Greek contributions to the economy and culture of the wider Mediterranean world. (Same as Classics 286.)

290 F Classics of Western Social Thought.
Reading and discussion of major thinkers in the development of modern Western social thought. Authors include Machiavelli, Rousseau, Burke, Marx, Darwin, Weber, Freud, Mannheim and de Beauvoir. Emphasis on class presentations, debates, book notes and class protocols. Works examined from historical, sociological, psychological and philosophical perspectives. Prerequisite, one course in history or sociology. May count toward a concentration in either history or sociology. (Same as Sociology 290.) Maximum enrollment, 24. Kelly and Chambliss.

[295 F] The Crusades.
For nearly 400 years, Christian knights dreamed of recovering Jerusalem and the Holy Land from its Muslim occupiers. Their campaigns, though mostly unsuccessful, profoundly transformed the Mediterranean world and relations between Christians, Jews, and Muslims. Through a close examination of the primary sources, this course will study the origins and progress of Crusades as both a series of military campaigns as well as a framework medieval observers from the Latin, Greek, and Arabic worlds used to understand interreligious conflict and interaction. (Social, Structural, and Institutional Hierarchies.)

297 S Christianity in America, 1600-1890.
Examination of Christianity in America from the era of European settlement to the end of the 19th century. Topics include encounters with Native American religions, revivalism, sectarianism, slavery and antislavery, religion and politics, theological developments, popular beliefs and practices, and the rise of unbelief. Ambrose.

[303] A History of Work.
How do we understand the rise of modern industrial society? Examines the narrative of industrialization in a comparative historical framework. Emphasis is placed on the history of industrialization through an examination of the rise of key industries, the formation of middle and working classes, the role of colonialism in economic development, and the relationship of class and gender in the modern world. Students read monographs, as well as a variety of primary sources including memoirs, government documents, and reformist literature. (Writing-intensive.) Prerequisite, one 200-level history course or consent of the instructor. Maximum enrollment, 12.

[312 F] The History of Hamilton College.
Examination of the history of Hamilton College from its founding as the Hamilton Oneida Academy in 1793 to its bicentennial celebration in 2012. Topics include Samuel Kirkland's mission to the Oneida, curricular reform, the College in the wider world, the rise and fall of Kirkland College, campus life and politics. Students will make extensive use of the College archives and write a research paper on some aspect of Hamilton's history. (Writing-intensive.) Prerequisite, one 200 level U.S. history course or permission of instructor. Maximum enrollment, 18.

[314 F] Nazi Germany.
This research course examines the origins of the Nazi movement, Hitler and the Nazi Party, daily life in the Third Reich, origins and causes of World War II and the Holocaust. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, 212 or consent of instructor. Maximum enrollment, 18.

[318] Competition and Coexistence: Exploring Inter-Religious Dynamics in South Asia.

Examination of interactions among diverse religious traditions of South Asia and of issues linked to socio-religious identities and political landscape. Analyzes interactions and dialogues among multiple religious orders including the Vedic Priests, Renouncer orders (i.e., Buddhism and Jainism), Hinduism and Islam. Investigation of strategies adopted by different religious traditions to compete, critique, borrow, modify and appropriate literary and material cultural elements from each other, examining literature, epigraphs, sacred imagery and reconfigurations of sacred landscape. (Writing-intensive.) Prerequisite, one history course. Maximum enrollment, 18.

[320 F] Power and Lordship in Medieval Europe.
This historiography course examines the social and economic development of early European society, with a focus on peasant life, ecclesiastical institutions and aristocratic power in the context of contemporary medieval intellectual debates about justice, order and inequality in a Christian society. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, one 200-level history course. Maximum enrollment, 18.

322 F Russia's Destiny: Political Thought from Peter to Putin.
Russian thinkers have long been tormented about where they belong in the world. Imperial Russia wanted to be a great European power, but the Slavophiles argued that Russia had a unique destiny that was neither European nor Asian. The Soviet Union suppressed but never destroyed these ideas, and Putin uses them to legitimize his government. This historiography seminar will study Russian political philosophy with an emphasis on the meaning of history. (Writing-intensive.) Prerequisite, Any 200- level history course. (Same as Russian Studies 322.) Maximum enrollment, 18. Keller.

[325] "The Making of American Scripture".
An intensive examination of the relation between the Declaration of Independence and the Constitution from the time of the founding to the end of the Civil War. How did the founders and framers understand the relation? What key political and legal events changes that understanding? How did leading thinkers and activists frame the ideas of liberty and equality? What role did slavery play in the debate? Did Abraham Lincoln change the meaning of the Union? (Writing-intensive.) First-year students can register only with permission of instructor. Maximum enrollment, 18.

326 S Rebels, Radicals and Reformers in Pre-Modern Europe.
Tackles the problem of religious deviancy and political dissent in Europe between about 800 and 1400 with several key questions in mind: How did people cope with the conflicting demands of authority and social justice in the world, and reconcile flawed earthly institutions with the idea of an eternal heavenly order? How can modern historians recover the intentions and thoughts of people whose ideas were often intentionally scrubbed from the historical record? Readings will consist of primary source material as well as recent scholarly literature on the subject. (Writing-intensive.) Prerequisite, one 200-level history course. Maximum enrollment, 18. Eldevik.

[327 S] Mexico-Tenochtitlan: The City and the World, 1300-1800.
Why did the Aztec Empire fall? How did the Spanish transform a Mesoamerican capital city into their own imperial center? This research seminar takes a deep dive into colonial Latin American history through Mexico City as a lens into early modern empire. Topics include Mexica migration, indigenous American knowledge cultures, humanism, conquest and warfare, gender and sexuality under the Mexican inquisition, colonial science and medicine, and environmental transformation. (Writing-intensive.) Prerequisite, One 200-level history course or consent of the instructor. Maximum enrollment, 18.

[337 S] Seminar: Confucian Traditions.
Examination of Confucian thought and ritual practice from classical times to the present. Emphasis on reading philosophical and ritual texts in translation in order to understand the ways that Confucians understood their place in Chinese society. (Writing-intensive.) Prerequisite, relevant coursework in history, Asian studies or religious studies, or consent of instructor. (Same as Philosophy 337.) Maximum enrollment, 18.

338 F Topic: Seminar in American Religions.
Topic for 2019: Mormonism in America and the World. The United States is one of the most religious of the world's industrialized nations, so understanding the nation requires an understanding of religion's role in American history and culture. This course provides an in-depth examination of selected themes in American religious history, culminating in student-driven research projects. (Writing-intensive.) Prerequisite, One course in American history or Religious Studies, or instructor consent. (Same as Religious Studies 338.) Maximum enrollment, 12. Newell.

339 F Columbus's Library: Texts, Travel and the Medieval Imagination.
This research and historiography seminar examines works of geography, natural history, and exploration that informed how medieval readers imagined the wider world as Europe embarked on an era of unprecedented expansion. Special attention to texts read by Columbus in preparation for what he thought would be a voyage to East Asia, such as Pliny's Natural History, Travels of Marco Polo, and Travels of Sir John Mandeville, but other traditions, such as Alexander Romance, the legend of Prester John, apocalyptic theology, Crusader histories, and Arab travel literature will also be considered. (Writing-intensive.) Prerequisite, One course in history or Asian studies. Maximum enrollment, 18. Eldevik.

[341 F] Topic: Studies in American Colonial History.
Topic for Fall 2018: Culture and Community in Early America. This historiographical course focuses on one of the central questions of American history: How did migration to America affect the cultural and social values and practices of migrant peoples? We will concentrate on peoples from Europe and Africa who came to North America, both willingly and unwillingly, in the seventeenth and eighteenth centuries. To what extent did transplantation result in cultural persistence and change? How have historians explained the processes of acculturation and identity formation? (Writing-intensive.) Prerequisite, One 200-level course in American history or consent of instructor. Maximum enrollment, 18.

[342 S] The Minds of the Old South: Southern Intellectual History, 1700-1877.
This research seminar investigates the intellectual and cultural history of white and black southern Americans from 1700 through Reconstruction. Topics include religious beliefs and practices, literary production and consumption, political and social thought, and relation of southern thought to national and transatlantic developments. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. Maximum enrollment, 18.

[345 S] The Soviet Union as a Multi-National State.
The USSR claimed to be a revolutionary political form: a state based on the voluntary union of workers from over 100 different nationalities. The Bolsheviks intended to lead Russian peasants, Kyrgyz nomads and Chechen mountaineers together into the bright Communist future. What they actually achieved is another question. This research seminar explores the concepts of nation, empire and modernization in the Soviet context. (Writing-intensive.) Prerequisite, 221, 222 or consent of instructor. (Same as Russian Studies 345.) Maximum enrollment, 18.

351 S Race, Science, and the Origins of the Modern World.
This historiographical seminar traces theories of race from their origins in the Renaissance to the present. It examines how race, in conjunction with sex and gender, developed as an idea through the natural sciences in the context of Europe's global imperial expansion. Subjects include natural history, breeding livestock, taxonomy, racial typology, evolutionary theory, and genetics. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, One 200-level history course or consent of the instructor. Maximum enrollment, 18. Cooley.

353 F Seminar on the Sixties.
Examination of a critical period in recent U.S. history, with special attention to the Civil Rights Movement, the Vietnam War, campus protest and the origins of the women's movement. (Writing-intensive.) Prerequisite, one 200-level course in American history. Maximum enrollment, 18. Isserman.

[354 S] The History of American Exploration and Outdoor Adventure.
This research course examines how the history and culture of the United States is bound up with that of the discovery and exploration of the New World. A focus on the meaning of that legacy for Americans from the 19th century on. Topics covered will include military exploration and surveys of the west, the development of a wilderness and a conservation ethic, and the growth of mountaineering and similar outdoor endeavors. (same as Environmental Studies 354.) (Writing-intensive.) Prerequisite, one 200-level U.S. history course, or consent of instructor. (Same as Environmental Studies 354.) Maximum enrollment, 18.

[356 F] Histories of Human Rights.
This research course examines how human rights have been defined by governments and non-governmental organizations, and how human rights have been advanced and contested as matters of foreign policy since the late nineteenth century. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, One 200-level history course, or consent of instructor. Maximum enrollment, 18.

357 S Seminar: Death, Dying and the Afterlife.
How do humans prepare to die? What happens to the soul after death? What techniques are used to achieve immortality or better afterlife? Examines death and the afterlife from medical, philosophical and religious perspectives, focusing on Buddhism, Hinduism and Islam. (Writing-intensive.) Not open to those who have taken Religious Studies 119 or 248 (Same as Religious Studies 357.) Maximum enrollment, 12. A Amar.

[359] The Early Republic, 1787 to 1815: From Philadelphia to New Orleans.
An intensive examination of the early history of the great American experiment in republican government from the Constitutional Convention to the Battle of New Orleans. Focus on the origin and ratification of the Constitution, rise of the first party system, slavery and its expansion, foreign relations, Jefferson's presidency, and War of 1812. The Federalist to be read in its entirety. (Writing-intensive.) Prerequisite, one 100-level history course. Maximum enrollment, 12.

[363 F] Seminar: Colonial Encounters in Asia.
This research course examines encounters between Asian and Western peoples from Marco Polo to the present. Consideration of problems of orientalism/occidentalism and reassessment of the myth of the Western “impact” on Asia by learning how Asian peoples understood the West and the ways that Europe, too, was affected by these encounters. (Writing-intensive.) Prerequisite, One 200-level course in History or Asian Studies or consent of instructor. No knowledge of Asian history required. Maximum enrollment, 12.

[366 S] Power, Space, and Society: From the Industrial to the Global City.
This research and historiography course explores industrial, metropolitan, colonial, and post-colonial cities in order to understand the roles of architecture and urban planning in political power and society since the nineteenth century. It examines how spatial organization and the built environment have been used to maintain social control, shape social behavior, and foster national identity. Each student shall determine in consultation with the faculty whether his or her written work will focus on research or historiography. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, One 200-level course in History or Asian Studies or consent of the instructors. Students who have taken HIST 249: Architectures of Occupation and Resistance are ineligible to enroll for this course. Maximum enrollment, 18.

367 S The History and Literature of Himalayan Mountaineering, from the 19th Century to the Present.
Examines Himalayan mountaineering over the past 150 years, and its roots in imperial expansion, national competition, and cultural and social evolution. Topics include mountaineering in the age of empire, George Leigh-Mallory’s death on Everest, American mountaineering in the Himalaya, conquest of the 8,000 meter peaks, Sherpas' role in mountaineering, and the rise of commercial mountaineering. Special attention to mountaineering on Everest. Includes an optional two-week, spring break trip: students, supervised by Hamilton's Outdoor Leadership program, will trek in

Nepal's Everest region. (Writing-intensive.) (Same as Environmental Studies 367.) Maximum enrollment, 18. Maurice Isserman.

[370] Topics in South Asian History: Photography, Women, and Labor in India.
Exploration of the theory and process of museum exhibition curating, taught in conjunction with the preparation of a photography exhibition the Wellin Museum. Emphasis on the early 20th century history of Ahmedabad, Gujarat, including that of the textile industry, nationalist politics, social reform, and women's labor, as well as the history photography and the repurposing of archival imagery. Students will work collaboratively on exhibition materials, including image selection and layout, catalog and wall text production, and multimedia materials such as podcasts Prerequisite, One 200-level history course or permission of the instructor. Maximum enrollment, 12.

[373 S] Environmental Catastrophes and US History.
This research seminar examines how environmental catastrophes—both natural and human made—have changed the course of U.S. history. Through its exploration of inundations, conflagrations, famines, epidemics, and other disasters, the course will consider how Americans made sense of these events and in turn remade their landscapes, institutions, and social relations or-in some cases-chose not to in order to demonstrate their power over the natural world. (Writing-intensive.) Prerequisite, One course in history or consent of the instructor. Maximum enrollment, 18.

375 S Gandhi: His Life and Times.
This research and historiography course examines primary sources written by Mohandas K. Gandhi and his associates, as well as Gandhi's autobiography and other scholarly works. Emphasis will be placed on different approaches to understanding Gandhi's philosophy, his significance and his legacies in India, South Africa and the larger world. Topics include non-violence, the role of the individual in history and nationalist historiography. (Writing-intensive.) Prerequisite, one 200-level history course, or consent of instructor. Maximum enrollment, 12. Trivedi.

[376 S] Race and Capitalism.
This research seminar investigates the economic and material underpinnings of African-American culture from the end of slavery through the late-twentieth century, focusing on the systems of production, distribution, and consumption that ensured its centrality to the US and world economies. Discussion topics will include the economy of antebellum nostalgia, the commercialization of gospel, "race records," and hip-hop, African-American beauty firms, and the growth of the black press. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, One 200-level history course or consent of the instructor. Maximum enrollment, 12.

[377 S] Violence, Law, and Justice in the Middle Ages.
Telling a prisoner that you're going to "get medieval" on them does not have positive connotations. At the same time, medieval texts like Magna Carta are held up as having made fundamental contributions to liberal political theory. This research seminar invites students to explore key issues in the development of legal thought and practice in the medieval West that help us understand how various communities and institutions addressed the problem of violence, administered justice, and created social and religious order through law. (Writing-intensive.) Prerequisite, One 200-level history course. Maximum enrollment, 18.

[379 S] US International Relations: Race, Empire, and Transnational History.
This research course examines US international relations in the twentieth century. Course discussions focus on the reproduction of race alongside the growth of US economic, cultural, political, and military power overseas, including Africa, Southeast Asia, the Caribbean, and Latin America. The course traces how imperial networks have shaped racial categories in the United States, and it examines the formation of transnational political and cultural affiliations such as Pan-Africanism. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, One 200-level history course or consent of the instructor. (Same as Government 379.) Maximum enrollment, 18.

383 F Topics in British and Irish History: Photography in Britain and the Empire.

This research seminar examines photographs as historical texts. It addresses changing photographic technologies and the many uses of photography in Britain and the Empire from visual art and scientific research to philanthropy and the categorization of criminals. Particular emphasis will be placed on photography's role in representing and influencing ideas about class, race, and gender. (Writing-intensive.) Prerequisite, one 200-level history course, or consent of the instructor. Maximum enrollment, 18. Grant.

390 F Foucault: History, Sexuality, and Power.
This historiography seminar examines the work of Michel Foucault and the impact of his genealogical method on the discipline of history. Discussion of the birth of the prison and the spread of its disciplinary practices since the 18th century and the shift in his understanding of power from formal institutional mechanisms imposed on individuals to disciplinary practices that served to construct the self as an ethical subject. The course considers Foucault's impact on the historiography of sexuality and colonialism through writings of scholars influenced by and critical of his work. (Writing-intensive.) Prerequisite, One 200-level course in History, Philosophy, Sociology, or consent of instructor. Maximum enrollment, 12. Wilson.

Spring 2017 01 (Wilson T)
[392 F] Paris Noir: Twentieth-Century Black Internationalism.
This historiography course explores the transnational connections between African-American and African diasporic histories in Paris. It draws on a wide range of disciplinary perspectives and primary sources, including literature, music, film, and visual art, to consider the development of diasporic politics, the vogue for black exoticism, jazz, the Harlem Renaissance and négritude, civil rights and decolonization, and the global dimensions of Black Power. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, A course in history, Africana Studies, or consent of the instructor. Maximum enrollment, 18.

[394 F] Topics in American Religious History: Church and State in America, c 1607-1900.
This historiography course examines the relation between religion and politics in America from era of English colonization through the 19th century. Topics include colonial church establishments; Roger Williams; Revolution and disestablishment; Jefferson and the "wall of separation"; providentialism and nationalism; nativism and anti-Catholicism; and the limits of separation. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. This course is repeatable. Maximum enrollment, 18.

[395] The Crusades in History and Literature.
From the twelfth century the Crusades and crusading ideology produced a remarkable body of historiography and literature that provides insight into changing social, cultural, and religious sensibilities in Europe and the Muslim world. This seminar asks students to engage in close reading and analysis of medieval and modern sources reflecting the intellectual, religious, and political questions raised in representing the Crusades and the perceived existential struggle between Christendom and Islam. (Writing-intensive.) Prerequisite, One 200-level history course. Maximum enrollment, 18.

[396 S] Seminar: History of Gods.
This historiography course offers a comparative study of how gods have been conceived and venerated in early Mediterranean and Asian societies. Students read liturgical texts, hymns and myths to consider the variety of conceptions of gods and the range of ritual forms used to venerate them across the Euro-Asian continent. Draws from theoretical readings to consider such problems as polytheism and monotheism, myth and ritual. Each student shall determine in consultation with the faculty whether his or her written work will focus on historiography or research. (Writing-intensive.) Prerequisite, one 200-level History course. (Same as Religious Studies 396.) Maximum enrollment, 16.

Fall 2016 01 (Wilson T)
[397] Lives Against Apartheid.

This research course examines the experiences and objectives of protest against the apartheid regime in South Africa through the autobiographies and memoirs of leading participants in the anti-apartheid movement. Illuminates the different aspects of resistance to apartheid and demonstrates how autobiographies now contest the politics of protest and the legitimacy of authority in the post-apartheid, "non-racial" South African democracy. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. 278 strongly recommended, though not required. Maximum enrollment, 18.

401 S Research Seminar in History.
Critical evaluation of scholarship on a selected topic, culminating in a historiographical essay, or primary research on a selected topic, culminating in an original, interpretive essay. (Writing-intensive.) Prerequisite, concentration in history or consent of instructor. Open only to seniors. Maximum enrollment, 18.

402 S Research Seminar in History.
Critical evaluation of scholarship on a selected topic, culminating in a historiographical essay, or primary research on a selected topic, culminating in an original, interpretive essay. This section is open only on an as-needed basis. (Writing-intensive.) Prerequisite, H401 and consent of instructor. Maximum enrollment, 18. Trivedi.

550 F,S Senior Thesis.
A project limited to senior concentrators in history, resulting in a thesis supervised by a member of the department. Prerequisite, A GPA in the concentration of 3.7 or higher. Required of candidates for departmental honors. Trivedi.

551 S Senior Thesis.
A project limited to senior concentrators in history, resulting in a thesis expanded beyond the work of 550. Prerequisite, 550 and consent of instructor. Trivedi.

Italian

Faculty
Mary Sisler
Melissa Demos

Students at Hamilton are currently able to take up to 5 semesters of Italian and they are encouraged to experience 'full immersion' in the language and culture by studying abroad in Italy through one of the college's approved study programs during their junior year. Study abroad in Italy requires one year of study of the language. While there is currently no concentration or minor in Italian, students in several concentrations, especially Art History and Medieval and Renaissance Studies, frequently study the language. Italian classes at Hamilton College are highly interactive and they focus on obtaining both communicative and cultural competency in Italian. As part of the overall experience of becoming linguistically proficient in the language, students also develop cross-cultural skills through exposure to Italian music, films, literature, art and current events.

110 F First Term Italian.
Introduction in speaking, writing, reading and listening comprehension. Highly interactive with a strong emphasis on obtaining both communicative and cultural competency in Italian. Classes supplemented by online vocabulary-building and grammar practice sessions and Language Center projects and activities. For students with no prior experience in Italian. Those with previous experience with the language will take a placement test in order to be placed at the appropriate level of Italian. This course is only offered in the Fall. Not open to seniors. Maximum enrollment, 18. Demos and Sisler.

120 S Second Term Italian.
Continued study of speaking, writing, reading and listening comprehension. Highly interactive with a strong emphasis on obtaining both communicative and cultural competency in Italian. Classes supplemented by online vocabulary-building and grammar practice sessions and Language Center projects and activities. This course is only offered in the Spring. Prerequisite, Italian 110 or placement. Maximum enrollment, 18. Demos and Sisler.

130 F Third Term Italian.
Strengthening of grammar, syntax and conversation skills through interactive communicative activities. Incorporates films, readings and current events to reinforce cultural competency as well as conversation skills. This course is only offered in the Fall. Prerequisite, Italian 110 and 120 or placement. Maximum enrollment, 20. The Program.

140 S Fourth Term Italian.
Focus is on expanding vocabulary and strengthening verbal proficiency and writing skills through increased exposure to literary and cultural readings. This course is only offered in the Spring. Prerequisite, Italian 110, 120 and 130 or placement. Maximum enrollment, 20. Sisler.

150 F La dolce vita? - Contemporary Italian Culture through Film.
This introductory course explores Italian socio-political issues in films by directors such as Garrone, Giordana, Ozpetek, Virzì, and Sorrentino. It focuses on: gender roles and stereotypes; ethnicity, immigration and diversity; media, politics and organized crime; and the on-going economic crisis and its particular effect on Italian youth. The objective of this course is to encourage students to think critically as they view films which will broaden their perspective on Italian culture and society and the challenges posed by the 21st century. This course is open to all and is taught in English. No knowledge of Italian required. Demos.

155 S Cosa nostra—Mafia myths and realities.
Examination of the evolution of the mafia from the brigand 'gangs' of the Unification period in Italy to the 'Black Hand' of the early 20th century in the United States, to the modern-day mobsters who have turned to human trafficking in migrant refugees. Exploration of the myths and stereotypes surrounding the portrayal of the mob by Hollywood vs. the reality of how the mafia actually operates at the highest levels of government. Particular attention will be paid to the Sicilian Mafia as well as the Calabrian 'Ndrangheta and the Neapolitan Camorra. No knowledge of Italian required. Sisler.

165 F Italian Renaissance Civilization and Culture: From imitation to innovation.
Was it perhaps something in the water? How did Italy produce so much genius between 1300-1600? Economic stability, enlightened rulers, a burgeoning merchant class, and an insatiable thirst for knowledge spawned one of the most prolific periods of artistic, literary, and scientific progress known to history. From Dante to Da Vinci, Giotto to Galileo, Machiavelli to Michelangelo, and Savonarola to sprezzatura, we will study the men, the women, and the ideas that shaped Western civilization. No knowledge of Italian required. (Same as History 165.) Demos.

200 F Introduction to Italian Literature and Culture.
An introductory survey course that offers students continued development of Italian grammar and conversation through literature, film and other cultural products such as music, visual arts and print media. Emphasis on oral and written work. Taught in Italian. Prerequisite, Italian 140 or consent of instructor. Taught in Italian. Maximum enrollment, 20. Sisler.

220 S Introduction to Italian Literature and Culture II.
Continuation of Italian 200. Further development of Italian grammar and conversation through literature, film, and other cultural products such as music, visual arts, and print media. Emphasis on oral and written work. Taught in Italian. Prerequisite, Italian 200 or consent of instructor. Maximum enrollment, 20. Demos.

233 S Sins and Sinners in Dante's Inferno.
Why is it that Dante considers fraud to be the most serious type of sin, placing it in the lowest circles of the Inferno? Why are the sins of usury, sodomy and blasphemy linked in Dante's hierarchy of Hell? This course will provide answers to these questions and an understanding of Dante's world through a critical reading of the Inferno. (Writing-intensive.) No knowledge of Italian required. (Same as Literature 233.) Maximum enrollment, 18. Sisler.

298 F,S Advanced Language and Culture.
1/4-credit class that must be taken in conjunction with a course in English. Additional weekly session to analyze and discuss the material in the original language. May be repeated for credit. Sisler.

Jurisprudence, Law and Justice Studies

Program Committee
Frank Anechiarico (Government)
Gbemende Johnson, *chair* (Government)
Doran Larson (Literature and Creative Writing)
Catherine Phelan (Communication)
Keelah Williams (Psychology)
Yvonne Zylan (Sociology)

Although their prominence in the curriculum has varied throughout the years, courses engaging jurisprudence, justice and the examination of law in social life have had a place at Hamilton since the 1830s. The minor concentration in Jurisprudence, Law and Justice Studies (JLJS) establishes a curricular home for such courses, in keeping with the College's liberal arts mission and with the goal of advancing a number of pedagogic aims.

As Woodrow Wilson observed in 1894, "Every citizen should know what the law is, how it came into existence, what relation its form bears to its substance, and how it gives to society its fiber and strength and poise of frame."* Understanding the theory, practice and meaning of law stimulates civic engagement and provides students with the analytical and empirical foundation to engage subjects ranging from legal decision-making and dispute resolution; policing, criminal justice and incarceration; political speech and action; to the use and meaning of legal discourse in the making of social policy.

A minor in Jurisprudence, Law, and Justice Studies consists of five courses: no more than three can be counted from either of the two listings--in Analytic Perspectives and Theory, and Substantive Areas.

Analytic Perspectives and Theory:
CPLIT 143 Literature on Trials
COM 103 Free Speech: Privacy & Advocacy
COM 280 Conflict Resolution: Policies and Strategies
GOV 365 Free Speech in American Political and Legal Thought
HIST/GOV 229 The American Founding
LIT 129 Truth and Justice, The American Way
LIT 218 Literatures of Witness
LIT 342 Twentieth-Century American Prison Writing
LIT 442 Booked: Prison Writing
PHIL 460 Seminar in Ethics: Contemporary Theories of Justice
PHIL 125 Philosophy and Incarceration

Substantive Areas:
COM 314 Communication Law: Freedom of Speech
GOV 224 International Law
GOV 225 Courts and Judicial Process
GOV 241 Survey of Constitutional Law
GOV 335 Seminar: Criminal Law
GOV 359 American Policing
HIST 377 Violence, Law, and Society in the Middle Ages

PSYCH 324 Law and Human Behavior
SOC 373 The Constitution and Social Policy
WMST 225 Women, Law, Public Policy and Activism in the Contemporary United States

* 1894 Address to the American Bar Association, noted in: Albert E. Harum (1960) "The Case for an Undergraduate Law Elective in Liberal Arts." Journal of Legal Education 12: 422.

Latin American Studies

Program Committee
Jessica Burke (Hispanic Studies)
Emily Conover (Economics)
Heather Sullivan, *chair* (Government)

The interdisciplinary minor in Latin American Studies consists of five courses taken in at least two different departments. At least one of the five classes must be either 300 or 400 level. The list below is representative of courses available to minors. Students who would like to fulfill requirements for the minor with courses taken at other institutions, or in study abroad programs, should consult with the program director.

Economics
340 Economic Development
453 Economic Development in Latin America

Government
216 Politics in Latin America
368 Violence, Justice, and the State in Latin America

Hispanic Studies
140 Conversation on Hispanic Cultures
200 Exploring Hispanic Texts
201 Spanish for Heritage/Bilingual Speakers
211 Introductory Study of Latin American Literature
213 Ficciones del delito
217 Introduction to U.S. Latino/a Literatures
271/371 Special Topics in Latin American Literature and Culture
281 Introduction to Latin American Short Fiction
283 Understanding the Caribbean World
301 Modernismo
303 Representing Gender in Latin America
323 The Power of Looking: Re-imagining the Nation in Hispanic Films
343 Contemporary Latin American Novel
351 Writers of the Boom
361 Post-Boom Narratives
365 Transatlantic Cinema
377 Latino/a Experiences in the United States
381 Literature and Modernity in the Andes

History
126 Conquest of the Americas

Africana Studies
140 Caribbean Carnival
205 Haiti & the Caribbean
216 Caribbean lit in Crucible

Linguistics

Masaaki Kamiya, *chair* (Japanese)

Linguistics is the scientific study of language. Students will learn to examine language and languages in terms of structure (phonology, morphology, syntax, semantics) and social use (pragmatics, language acquisition, discourse analysis, sociolinguistics, cultural interpretation).

The Minor in Linguistics is administered by Masaaki Kamiya (EALL), Chaise LaDousa (Anthropology), and Mariam Durrani (Anthropology).

The minor in linguistics consists of five courses: an introductory course, one focusing on language structure, one focusing on language in society and two electives. These courses are to be selected from the linguistics courses currently available at Hamilton listed below.

Introductory courses:
LING 100 Introduction to Linguistics (Kamiya)

Language structure courses:
ANTHR/JAPN 219/319 Language acquisition (Kamiya)
ANTHR/JAPN 230 Morphology and Syntax: The Analysis of Structure (Kamiya)

Language in society courses:
ANTHR 234 Communication and Culture (Durrani)
ANTHR 257 Language, Gender and Sexuality (LaDousa)
ANTHR 264 Ethnography of Literacy and Visual Language (LaDousa)
ANTHR 270 The Ethnography of Communication (LaDousa)
ANTHR 323 Verbal Art and Performance (LaDousa)
ANTHR 370 Sociolinguistics of Globalization (LaDousa)

100 F Introduction to Linguistics.
This is a gateway course for the study of linguistics and is meant to provide students with an introduction to a wide range of topics in the field (phonology, morphology, syntax, semantics, sociolinguistics, and language acquisition). By examining these topics, students will explore the relationship between language and the mind, and language and society. Those who plan to minor in linguistics are encouraged to enroll in this course. (Quantitative and Symbolic Reasoning.) Masaaki Kamiya, Chaise Ladousa.

201 S Linguistic Theory: A Brief History.
A general examination of the nature of language. Topics include the history of ideas about language; philosophical and cognitive aspects of language; evolutionary, structural and generative approaches to the analysis of language. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, 126, 127 or consent of instructor. (Same as Anthropology 201.) Maximum enrollment, 18. Department.

[205 S] Topics in Japanese Linguistics.
This course explores Japanese phonetics, phonology, morphology, syntax and semantics. Students will compare Japanese with English and examine universal perspectives of language. (Quantitative and Symbolic Reasoning.) Prerequisite, 110, Anthropology 201 or consent of instructor. (Same as East Asian Languages and Literatures 205.)

219/319 F Language Acquisition.
Examines interface phenomena between pragmatics and language acquisition. Students will learn theoretical issues of semantics/pragmatics and the theory of the first language acquisition. Target languages to examine various phenomena are Chinese, Japanese, Korean and English. (Quantitative and Symbolic Reasoning.) Prerequisite, For those taking 319, consult with the instructor. (Same as East Asian Languages and Literatures 219/319.) Kamiya.

[225 S] Phonetics and Phonology: The Analysis of Sound.
How the sounds of language are produced. The structure of sound systems in a variety of languages (including non-European). Organization of field projects: data collection, transcription analysis. (Quantitative and Symbolic Reasoning.) (Same as Anthropology 225.)

[230 S] Morphology and Syntax.
This course explores the relationship between word formation and sentence formation by examining English and Japanese grammar (and, to a certain degree, that of other languages). Ultimately, both morphology and syntax play important roles in the interpretation of sentences. No previous linguistics background or Japanese language background is necessary. (Quantitative and Symbolic Reasoning.) (Same as East Asian Languages and Literatures 230.)

234 S Communication and Culture.
In this course, we will examine the role that communicative processes play in shaping common conceptions of the world and in facilitating forms of social organization through which people experience everyday life. This course offers an introduction to the foundational relationship between language and culture by examining anthropological approaches to the study of language. In this course, you will learn how language both reflects and creates thought, culture, and power relations. You will also learn how to apply the concepts we study to your own everyday experiences with language. Prerequisite, Anthropology 113. (Same as Anthropology 234.) Mariam Durrani.

237 Indigenous Heritage Language Revitalization.
Examines language endangerment and revitalization programs around the world. Analyzes the practices of more and less successful programs including Maori, Hawaiian, and Navajo, as well as the roles of technology and social media in grassroots language revitalization. (Writing-intensive.) Maximum enrollment, 18. Meredith Moss.

[255] The Languages of East Asia.
Examines Chinese, Japanese and Korean as well as other languages found in East Asia. Topics include the syntactic (possible word order, inflections, particles, and combinations of all of them) and phonological structures (phoneme, pitch vs. tone, sound patterns) of these languages; the relationships of the languages to each other; differences and similarities of these languages from the universal point of view; the geographical, social and historical settings. No knowledge of any Asian language necessary. (Same as East Asian Languages and Literatures 255.)

257 F Language, Gender and Sexuality.
Stresses special lessons that anthropology has to teach about the gendered facets of linguistic expression, including the necessity of an approach that is both empirical, including moments of interaction, and critical, exploring issues of power and agency. Considers conceptual benefits and limitations to using gendered difference as a model for sexual difference in the study of linguistic expression. Prerequisite, one course in anthropology or consent of instructor. (Same as Anthropology 257 and Women's and Gender Studies 257 and Sociology 257.) LaDousa.

[264 F] Ethnography of Literacy and Visual Language.
Theory and analysis of communication and meaning in social and cultural context with particular attention devoted to the often-neglected aspects of literate communication. (Writing-intensive.) Prerequisite, 113, 114, 115, 126, 127, or 201, or consent of instructor. (Same as Anthropology 264.) Maximum enrollment, 18.

[270 F] The Ethnography of Communication.

Theory and analysis of communication and meaning in social and cultural context. (Writing-intensive.) Prerequisite, 113, 114, 115, 126, 127 or 201, or consent of instructor. (Same as Anthropology 270.) Maximum enrollment, 18.

Literature

Faculty
Stephanie Bahr
Adam Giannelli
Naomi Guttman, *chair*
Tina Hall
Suzanne Keen
Doran Larson
Hoa Ngo
Vincent Odamtten
Onno Oerlemans
Nancy Rabinowitz
Peter Rabinowitz
Jane Springer (on leave 2019-20)
Pavitra Sundar
Suzanne Taylor
Katherine Terrell
Margaret Thickstun (on leave fall 2019)
Anne Valente (on leave fall 2019)
Benjamin Widiss
Steve Yao

Special Appointment
John O'Neill

The Department of Literature and Creative Writing offers two concentrations, one in the study of literature, and one in the art of creative writing. For Fall registration, students will find the courses listed below under "Creative Writing" and "Literature" in WebAdvisor.

Each concentration consists of 10 courses: four exploratory courses chosen from among five categories (listed below); one course in creative practice; four focus courses specific to the concentration; and one senior seminar specific to the concentration. For each concentration, at least three courses must be at the 300-level or above. Those courses may be either "exploratory" or "focus" courses. Both concentrations also have a language requirement (see below). Only one 100-level course may be counted toward either concentration; a 100-level course is not required for the concentration. A 100-level course may be counted as either an exploratory course or a focus course.

All concentrators must take four exploratory courses: one each from any four of the categories listed below. A list of the courses in each category can be found on the department webpage.

History (organized around literary or other history)
Theory (highlighting theory and theoretical approaches)
Genre (addressing concepts of genre or genres)
Intermedia (juxtaposing different artistic media)
Identity and Difference (reflecting on cultural/social/political/national categorization)

These categories reflect, but do not exhaust, various ways of conceiving the relationships between texts and thus

approaches to literary study. Many departmental courses could appear under several of these categories; in practice, each course's professor has specified one or two categories as predominant in the class's design and execution. A course with two category designations may satisfy either category, but not both, in any individual student's program of study.

To fulfill the college's Social, Structural, and Institutional Hierarchies requirement, all concentrators must take at least one course identified as Identity and Difference. Such a course in either the student's exploratory or focus section will satisfy this requirement.

All concentrators in creative writing must take Creative Writing 215 (which has a pre-requisite of a course in literature) as their course in creative practice. Concentrators in Literature may take Creative Writing 215 or a course in another creative practice chosen in consultation with the concentration advisor. If the creative practice course does not involve creating with words, it will not count as one of the 10 courses for the concentration. No student may elect more than one workshop in a given semester.

Courses taken for the concentration should reflect historical and geographical breadth. The department encourages students thinking of pursuing honors or graduate studies in literature to take a course in literary theory.

CREATIVE WRITING

In addition to their exploratory courses and 215, concentrators in creative writing must take the following four courses as their focus courses: two workshops (304, 305) and two literature courses (204, 206). They must take the Senior Seminar in Creative Writing (419) as their seminar.

Students who by the end of the junior year have completed the three workshops (215, 304, and 305) with distinction (3.5 or above) and have performed with distinction in their concentration courses overall (normally 3.5 or above) will be invited to pursue an honors project and will design, under the supervision of a creative writing professor, a year-long project to be started in the fall of their senior year. The department will recommend for honors students who receive an A- or better on work submitted for honors and who maintain a cumulative average of 3.5 or better in courses taken for the concentration overall and in the workshops calculated separately.

A minor in creative writing consists of five courses: two literature courses in the Literature and Creative Writing department (which may include a 100-level literature course), 215, and either 204 and 304, or 206 and 305.

Students concentrating in literature may not minor in creative writing.

LITERATURE

In addition to their exploratory courses and a course in creative practice, concentrators in literature must also:

(a) take four courses together constituting an individually focused area of literary study, developed in consultation with, and approved by, the student's departmental advisor. A plan for this program must be submitted to the department by the end of the sophomore year. It may be revised. Up to two of these four courses may focus on a related art such as music, dance, visual arts, or film and media studies as long as the four courses together make a coherent program of study.

(b) take at least one 400-level seminar in literature in the department in the senior year.

Candidates for honors in literature must attain a GPA of at least 3.5 in the courses counting toward the concentration, produce a paper of at least 25 pages in a senior seminar and attain a grade of at least A- in the seminar. One of the spring seminars will be a course in research methods that will allow those enrolled (including those pursuing honors) to write independent research papers on topics of their choice. With advisor approval, concentrators in literature may count courses from other departments toward the concentration.

A minor in literature consists of five courses, at least one of which must be at the 300-level or above, chosen from at least four different exploratory categories. The 300-level course must be taken at Hamilton. Students concentrating in creative writing may not minor in literature.

Language Requirement

All concentrators must fulfill a language requirement:

1) completion of two courses at the college level in a single language other than the student's native language (courses taught in a foreign-language department in which class readings and discussions are in English do not count);

— or —

2) completion of 221 and 293 (or equivalent courses in Old English and the history of the English language taken elsewhere and approved for transfer credit);

— or —

3) completion of either 221 or 293 (or equivalent) and a language course in Latin or Greek.

Courses in Literature

118 F Food in Literature and Film.
Always a necessity and sometimes a luxury, food connects all people to the planet and to one another. This course will explore how authors and filmmakers use food and cooking in their works as a means of exposing complex social relationships, histories, and identities. The list of authors we may read includes Laura Esquivel, Aimee Bender, Isak Dinesen, Franz Kafka, MFK Fisher, Ruth Reichl, and many poets. We will also look at films such as *Big Night*; *Eat, Drink, Man, Woman*; and *Ratatouille*. (Writing-intensive.) (Proseminar.) Prerequisite, Open only to first-year students who have not taken a 100-level course. (Theme or Intermedia.) Maximum enrollment, 16. Guttman.

[119 F] Literature as/of medicine.
Writers from Longinus to Toni Morrison believe that literature itself can heal, that it can make us better, and is itself a kind of medicine. In this course we will examine this idea in poetry, novels, plays, and non-fiction, in the context of representations of the lives of doctors and patients, medical history and theory, and disease. Texts include works by Chaucer, Shakespeare, Mary and Percy Shelley, Kafka, Sontag, Amis, and Gawande. (Writing-intensive.) (Theme or Genre) Maximum enrollment, 16.

120 F Introduction to the History and Theory of Film.
A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience. (Same as Cinema and Media Studies 120 and Art History 120.) MacDonald.

121 F Afrofuturism and Other Dark Matters.
An introductory course primarily engaging the literary works of writers and artists concerned with the use of multiple genres and media to critique present-day realities and received partial histories of New World and global life through an Afro-diasporic lens. Students will read and examine the works of such writers and artists as Sutton Griggs, W. E. B.

DuBois, George S. Schuyler, Samuel R Delany, Octavia Butler, Tananarive Due, Vincent D. Smith, Nalo Hopkinson, Jean-Michel Basquiat, and Sun Ra. (Writing-intensive.) (Identity and difference; intermedia) Maximum enrollment, 16. Odamtten.

[122 F] Literary CSI: Case Studies and Insights.
Through a forensic or close analysis and discussion of selected texts by writers such as John Donne, Shakespeare, Poe, Melville, Edna St Vincent Millay, Dylan Thomas, Toni Morrison, Sonia Sanchez and August Wilson (considered in their contexts), students will acquire the skills necessary for critical thinking and communication of their insights about literature. (Writing-intensive.) (Proseminar.) (Theory or Genre) Open to first-year students only. Maximum enrollment, 16.

[123 S] Days of a Future Past.
Reading a variety of works that may be described as fantastic or speculative and written by authors from different cultures, we shall discuss and write about these texts in order to develop and improve students" critical reading, thinking, and writing skills. (Writing-intensive.) (Genre or Identity and Difference) Open to first-year students who have not take a 100-or 200-level course in Literature. Maximum enrollment, 16.

[124 F] The Literary Animal.
Humans have always been deeply interested in animals, and literature reflects this interest in many ways. We'll examine the complexity of representing animals in literature by reading poetry, novels, and plays that reflect the human/animal divide, imagine being animal, or use animals as symbols. We'll also discuss how these texts reveal philosophical and moral issues that arise from our relationships with animals. Texts include Swift's *Gulliver's Travels*, London's *Call of the Wild*, and Barbara Gowdy's *The White Bone*. We'll also read a range of poetry. (Writing-intensive.) (Proseminar.) (Theme or Identity and Difference) Open to first-year students only. Maximum enrollment, 16.

125 F Monsters.
A focus on monsters and the monstrous in literature. Readings will include *Beowulf*, *Frankenstein*, *Dracula*, stories by Poe and Angela Carter, a selection of poems, and the movie *Aliens.* Throughout the semester, we will question what makes something monstrous and how monsters function in literature and culture. We will also examine how monsters intersect with the categories of gender, race, sexuality and class. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Proseminar.) (Theme or Identity and Difference) Proseminar open to first-year students only . Maximum enrollment, 16. Hall.

129 F Truth and Justice, the American Way.
Truth is often a difficult thing to determine. The difficulty is compounded when the stakes of debate over the truth are high, as they are in searching for justice for individuals or communities. We will read poetry, drama, fiction and films that suggest the peculiarly American factors that shape notions of truth when justice is under debate. We will read recognized literary authors such as Hawthorne, Melville, and Baldwin, as well as lesser-known writers who experienced imprisonment. (Writing-intensive.) (History or Identity and Difference) Maximum enrollment, 16. Larson.

[131 S] The Experience of Reading: Books as Stories, Books as Objects.
Consideration not only of stories in books but also the representations of readers and reading within them and about the cultural and physical experience of reading. How have attitudes toward reading changed over time? Works by Bunyan, Franklin, Blake, Austen, Alcott, Stevenson, Haddon, Creech. Workshops using Hamilton's Rare Book and Book Arts collections and manual printing press. (Writing-intensive.) (Intermedia) Open to first year students only. Maximum enrollment, 18.

136 F Performing Revenge.
Explores literature & film of 3 cultures fascinated by spectacles of revenge: Ancient Greece, Renaissance England,

contemporary Hollywood. In these works, murder, mutilation, cannibalism, torture, and rape not only motivate revenge, but become its means. Is this only fitting or a gross paradox? What is the morality of vengeance-taking or its relationship to justice? What are the consequences for the individual and society? Texts include The Oresteia; Medea; The Spanish Tragedy; Titus Andronicus; The Duchess of Malfi; Arden of Faversham; The Crow; Sweeney Todd; Kill Bill. (Writing-intensive.) Theme or Genre Maximum enrollment, 16. Stephanie Bahr.

[138 F] The Road Trip in American Literature.
The road trip in American literature and film symbolizes freedom and self-determination. This course examines and deconstructs the mythology of the road trip by asking who gets to share that freedom through critical analysis of how these narratives intersect with race, gender, class, sexuality and ability, as well as with environment. We will discuss canonical texts by authors such as Mark Twain and Jack Kerouac, as well as newer ones by people of color such as Sherman Alexie, Eddy Harris and Jade Chang, and films such as Thelma and Louise and The Fundamentals of Caring. (Writing-intensive.) (Proseminar.) Theme or Identity and Difference Maximum enrollment, 16.

[143] Literature on Trials.
Why are trials so fascinating? Our emphasis will be on the ways they clarify values, establishing borders between acceptable and unacceptable behavior, with attention to how they enforce cultural norms concerning race, gender, and sexuality. We will discuss literary and cultural representations of historical trials, such as those of Socrates, Joan of Arc, Galileo, the Salem Witches, and Oscar Wilde. Course materials to include readings from Aeschylus, Plato, Shaw, Brecht, Stendhal, Kafka, Camus, Morrison, as well as films and other primary and secondary sources. (Writing-intensive.) (Proseminar.) (Theme or Identity and Difference) Open to first-year students only. Maximum enrollment, 16.

[145 S] Literature and/of Empowerment.
Literature has always played important roles in the cultivation of personal, social, and political empowerment. This course explores a range of debates surrounding literature as a means of individual and group empowerment, issues including the cultural politics of representation; the dynamics of different forms of literary address such as testimony, protest, narrative, and abstraction; the construction of personal and group identity and difference; and writing as a tool for self empowerment. (Writing-intensive.) (Proseminar.) (Genre or Identity and Difference) Open to 1st years only. Maximum enrollment, 16.

148 F Echoes and Encores: Repetition in Literature.
An exploration of literary repetitions of different kinds, both within and across texts. How might the repetition of a single detail—an image, a character, even a phrase—yield multiple interpretations? What changes when a story moves from one genre, language, or cultural context to another? How are classics like Shakespeare's The Tempest or Valmiki's Ramayana rewritten to speak to contemporary concerns? Considering multiple "tellings" of a single story, we will probe concepts like originality, authenticity, homage, and plagiarism. Work by Chimamanda Adichie, Aimé Césaire, and Junot Díaz. (Writing-intensive.) (Proseminar.) (Theory or Identity and Difference) Maximum enrollment, 16. Pavitra Sundar.

149 F Finding Identity.
"Know thyself." Young people struggled with this injunction long before Hamilton adopted the motto. This course explores how young people in literature—from medieval tales of adventure through 21st c. graphic novels—attempt to define their own identity in relation to their families and societies. We'll explore how intersections of gender, sexuality, race, and culture come together in the construction of identity. Texts may include anonymous medieval works, as well as novels by Jane Austen, Alison Bechdel, Charles Dickens, Maxine Hong Kingston, and Art Spiegelman. (Writing-intensive.) (Proseminar.) (Identity and Difference or Theme) Maximum enrollment, 16. Terrell.

[152 F] Literature and Ethics.
Study of literature as a vehicle for moral and political concerns and of the ways that literature shapes its readers. Special

emphasis on popular literature, feminist criticism and the problems raised by censorship and pornography. Selected novels and plays by such writers as Ibsen, Dostoevsky, Tolstoy, Hemingway, Wright, Highsmith, Doris Lessing, Burgess and others. (Writing-intensive.) (Proseminar.) (Theme) Open to first-year students only. Maximum enrollment, 16.

153 S Literature: What Is It Good For?.
Debates about the value of literature have long been tied to questions about its use. Literature has been praised—and condemned—as a source of pleasure, a medium for the transmission of knowledge, and a vehicle of personal expression. In order to determine why fiction matters, we will examine works that explore the power of literature to shape moral, social, and political realities, including philosophical manifestos, anti-slavery treatises, self-help manuals, and experimental novels. Works by Rousseau, Cugoano, Wollstonecraft, and George Eliot, as well as the film The Servant (1963). (Writing-intensive.) Theme or Theory Maximum enrollment, 18. Suzanne Taylor.

[156 F] Shakespeare and Film.
Since the earliest days of silent film, William Shakespeare's works have been adapted on screen: hundreds of times in diverse settings from the Wild West to medieval Japan. After analyzing four Shakespeare plays, we will turn to film adaptations and their use of the formal elements of film, like editing and mise-en-scene. How have directors around the world re-imagined Shakespeare on screen? What is the effect of combining modern film language with Shakespeare's language? Texts and film adaptations of Titus Andronicus, Othello, Macbeth, and Much Ado About Nothing. (Writing-intensive.) Intermedia or Genre. Maximum enrollment, 16.

204 F,S Poetry and Poetics.
This course examines how poems work: how they are constructed, and how they produce meaning, pleasure, and cultural value. We will study poetry in terms of prosody, conventions, history, genre, and reception, with the goal of teaching the essential skills of close reading and contextual interpretation. Readings are primarily from the traditions of poetry written in English. (Writing-intensive.) Prerequisite, For first-years, one course in literature or a 4 or 5 on AP LIT or LANG. No prerequisite for upperclass students. (History or Genre) Not open to senior English or Creative Writing concentrators. Maximum enrollment, 18. The Department.

206 F,S The Study of the Novel.
Forms of prose fiction since the 18th century. Attention to the primary structural features of the novel and the relations of narrative forms to social and historical contexts. Prerequisite, One course in literature. (History or Genre). No first-year students may elect this course during the fall semester. The Department.

208 S Literacy, Diversity, and Ideas of America.
This course explores the history of literacy in North America through autobiographical accounts of learning to read and the cultural contexts within which learning occurs. Works by Franklin, Douglass, Alcott, Wilder, Angelou, Rodriguez, and Erdrich; selected educational materials, such as primers, the Algonquian Bible, The Columbian Orator, poems educators hoped would create the American Melting Pot, and books targeted at children. Attention to access (or barriers) to reading affected by educational policies and laws, language of instruction, and the growth of libraries. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (History or Identity and Difference) Maximum enrollment, 18. Margaret Thickstun.

[210 S] Modern and Contemporary Chinese Literature: Traditions and Modernities.
Since 1919, Chinese literature has played a decisive role in interactions between tradition and modernity. This course examines the development of Chinese literature against such interactions. Students will familiarize themselves with the most representative modern and contemporary Chinese literary works and gain a broad understanding of many modernity-related issues, including politics, culture, class, labor division, ethnicity, gender and sexuality. All lectures and discussions in English. Requirements: presentations, class discussions, film viewings and a final paper. (Same as East Asian Languages and Literatures 210.)

[212 S] Readings in World Literature II.
Study of representative texts in world literature from 1800 to the present, including novels, short fiction, and drama. Particular attention paid to the concepts of class, self and society, and they way they are intertwined with forms of narrative and drama. Readings to include works by such writers as Goethe, Balzac, Austen, Chekhov, Kafka, Hagedorn, Roy. (Writing-intensive.) (History) May be taken without 211. Maximum enrollment, 18.

216 S Caribbean Literature in the Crucible.
A critical overview of Caribbean literatures in the light of the complex legacies that have given rise to a body of creative work that seems to constantly fashion and refashion itself. Such literary recasting helps to communicate an intricate history of genocides, survival, exile, resistance, endurance, and outward migrations. Particular attention to writers such as Roger Mias, Martin Carter, George Lamming, Derek Walcott, Patricia Powell, Earl Lovelace, Paule Marshall and Michelle Cliff. Prerequisite, One course in literature. (History or Identity and Difference) (Same as Africana Studies 216.) Odamtten.

217 S Introduction to US Latinx Literatures.
Examines cultural production of representative U.S. Latinx writers primarily from the civil rights movement to present. The course explores Latinx writers' engagement with language, political status, race, gender, nationality, and generational markers to reveal both the fluidity and instability of the Latinx imaginary. Readings include autobiographical and biographical works, bildungsroman, memoir, historical novel and vignettes in an exploration of the self and one's relation to collective identity. Taught in English. Not open to seniors. (Same as Hispanic Studies 217.) Maximum enrollment, 20. Ambio, Marissa L.

[218 S] Literatures of Witness.
Witness literature is testimonial by individuals who have suffered injustice incurred not as a result of what they have done but of what they are, as in Holocaust and slave narrative. We will study this literature and ask how its definition might be adapted to an era that has seen wide growth in systems of police action. We will read classic witness texts, work by political prisoners and by 'common criminals': writers who have been convicted for violations of law but also challenge collectively experienced limits on life opportunities, such as those imposed by race, class, and/or gender. Prerequisite, One course in literature. (Theory or Identity and Difference)

221 F Introduction to Old English.
Exploration of the language, literature and culture of early medieval England, from the Anglo-Saxon invasion through the Norman Conquest. Emphasis on reading and translating Old English prose and poetry, as well as developing an understanding of its cultural context. Culminates with a reading of Beowulf in translation. Offered in alternate years. Prerequisite, One course in literature. (History) Terrell.

222 F Chaucer: Gender and Genre.
Examines how Chaucer engages and transforms prevailing medieval ideas of gender and genre. Particular emphasis on his constructions of masculinity and femininity in relation to themes of sex, religion, social power and narrative authority. Readings include *Troilus and Criseyde* and *The Canterbury Tales in Middle English*, as well as select medieval sources and modern criticism. (Writing-intensive.) Prerequisite, one course in literature or AP 4 or 5 in English. (History or Single-Author) Maximum enrollment, 18. Terrell.

[223 S] Gender and Violence in the Middle Ages.
This course serves as an introduction to the field of Medieval and Renaissance Studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history, and art, we will examine the intersection of ideas about the body, gender, and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc. Prerequisite, One 100-level course in literature or history, or AP 4 or 5 in English or history. (Same as History 223 and Medieval and Renaissance Studies 223.) Maximum enrollment, 24.

[223 S] Gender and Violence in the Middle Ages.
An introduction to the field of medieval and renaissance studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history and art, examines the intersection of ideas about the body, gender and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc. Prerequisite, one 100-level course in literature or history, or AP 4 or 5 in English or History. (Same as College Courses and Seminars 223.) Maximum enrollment, 24.

225 F Madness, Murder and Mayhem: Nineteenth-Century Russian Literature.
Readings of representative works with emphasis on major literary movements, cultural history, and basic literary devices. Primary texts by Pushkin, Gogol, Turgenev, Dostoevsky and Tolstoy, as well as some critical materials. Not open to first year students. (Writing-intensive.) No knowledge of Russian required. (Same as Russian Studies 225.) Maximum enrollment, 18. Bartle.

[226 S] Sex, Death and Revolution: Twentieth-Century Russian Art and Literature.
Close analysis of major literary and artistic movements of the 20th century, with particular attention paid to the innovations of the avant-garde and the impact of the Bolshevik Revolution on the artistic imagination. Emphasis on the recurring theme of the fate of the individual in a mass society. No knowledge of Russian required. (Same as Russian Studies 226.)

227 F Shakespeare.
Survey of selected plays. Prerequisite, One course in literature. No prerequisite for seniors. (Single-Author or Genre) The Department.

228 S Milton's Paradise Lost in context.
Students will engage Paradise Lost, arguably the greatest epic poem in English, as it explores the nature of heroism, the difference between obedience and servitude, the appropriate use of the environment, the limits of knowledge, and the tension between individual moral agency and traditional ideas of marriage—not to mention space travel, battles between good and evil, and other features of science fiction. Attention to Milton's other works, including his impassioned defense of freedom of the press, and to other reworkings of the Genesis story. (Writing-intensive.) (Speaking-Intensive.) (Genre or Single-Author) Not open to first-year students. Maximum enrollment, 18. Thickstun.

229 S King Arthur: Myth and History.
The legend of King Arthur and his knights has been appropriated to serve diverse creative and political agendas over the centuries. This course will look at its origins in early Welsh legend, its elaboration by historian Geoffrey of Monmouth, and its flourishing in the English and French literature of the Middle Ages. We will attend to the ways that different groups attempt to appropriate and shape it for their own ends. We will end with a consideration of Arthur's incarnations in the modern world, from Nazi propaganda to Monty Python. Prerequisite, One course in literature. History, Theme Katherine Terrell.

230 F Bollywood Film.
The course charts a history of Bollywood, India's mainstream Hindi-language film industry. Although dismissed for its use of melodrama and song-dance sequences, Bollywood has long engaged with other global cinemas and critiqued social, cultural, and political trends. Readings and films span romances about gender and nation like Mother India (1957) and Chaudhvin Ka Chand (1960); the 1970s "angry young man" oeuvre and its later avatars, crime and terrorist films; diasporic family dramas like Kal Ho Naa Ho (2003); and crossover hits like The Lunch Box (2013) that address the globalized present. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, A course in literature or film. (Theme or Identity and Difference) Maximum enrollment, 18. Pavitra Sundar.

233 S Sins and Sinners in Dante's Inferno.

Why is it that Dante considers fraud to be the most serious type of sin, placing it in the lowest circles of the Inferno? Why are the sins of usury, sodomy and blasphemy linked in Dante's hierarchy of Hell? This course will provide answers to these questions and an understanding of Dante's world through a critical reading of the Inferno. (Writing-intensive.) No knowledge of Italian required. (Same as Italian 233.) Maximum enrollment, 18. Sisler.

[234 S] The Hero as Failure: Nineteenth-Century Russian Literature.
Why does so much classic Russian literature center on weak male protagonists unable to come to terms with stronger, more adaptable women? This course will explore this repeated pattern both as a reflection of Russian attitudes toward love and as a metaphorical expression of political frustration in a repressive society. Readings to include fiction, plays, and criticism by such writers as Pushkin, Lermontov, Belinsky, Gogol, Turgenev, Chernyshevsky, Dostoevsky, and Chekhov. Prerequisite, A 100-level course in literature. Open to students who have taken LIT/RSNST 225. (History, Theme) (Same as Russian Studies 234.)

[236 S] Field Study of Criminal Justice Reform and Innovation in Sweden.
As the issues of mass incarceration, judicial and police behavior have come to the fore in American culture and politics, the need for reform and innovation from a comparative perspective has become evident. This field study is designed to provide students with such a perspective through observation and interviews with key actors in Swedish law enforcement, corrections and the courts, during a two-week period from May 27 to June 10, 2017. Larson and Anechiarico (Writing-intensive.) (Proseminar.) Prerequisite, One or more of the following course: Literature 129, 143, 342; Public Policy 251; Government 241, 359; Sociology 223. (Same as Government 236.) Maximum enrollment, 16.

237 S Medieval Women: Writing and Written.
How did medieval women authors engage with a literary tradition that too often, as 14th c. writer Christine de Pizan lamented, declared that "female nature is wholly given up to vice"? Readings from English and French authors including Christine, Marie de France, Margery Kempe, Julian of Norwich, and Geoffrey Chaucer; anonymous tales of women saints, cross-dressing knights, and disobedient wives; "authoritative" writings about women (inc. religious and medical tracts and a manual on courtly love). We will investigate how these texts both created and challenged gender roles in the Middle Ages. Prerequisite, One course in literature; no prior experience with Middle English required. History or Identity and Difference) (Same as Women's and Gender Studies 237.) Katherine Terrell.

[239/339 F] Modern Japan: Japanese Culture and Society From A(-Bomb) to (Dragon Ball)Z.
This course explores issues of imperialism, military conflict, pacifism, nuclear victimhood, foreign occupation, national identity, and social responsibility in 19th to 21st-century Japan. Materials include nonfiction, science fiction, poetry, war propaganda, novels, censorship documents, animé, and film. Taught in English. No knowledge of Japanese language or history required. (Same as East Asian Languages and Literatures 239/339.)

240/340 S Women writing the self: 1000 years of Japanese autobiographical women's writing.
This course examines literature by women in Japan from the 9th to the 20th centuries. Women have written about their own feelings and experiences since the Heian period -- we will read diaries, fictional stories, and poetry in which women express their desires, sorrows, joys, and regrets. We will discuss the historical context of the works, what role gender plays in production and consumption of the texts, the nature of autobiographical writing, fiction vs. nonfiction, and other issues. Taught in English. No Japanese knowledge is necessary. Prerequisite, Prerequisite for the 300-level only: Any one course from the following: Literature, Asian Studies or Japanese, or consent of the instructor. Students enrolling in this course at the 300 level will be required to complete an additional project. (Same as East Asian Languages and Literatures 240/340.) John Christopher Kern.

242 S Drama in Dialogue: from Ancient Greece to the 21st Century.
This course explores a broad sampling of dramatic literature, from Ancient Greece to 20th century Nigeria, from medieval China to 19th-century Denmark. We will examine how playwrights in disparate times and cultures engage similar issues—familial ties and revenge, women's place in society, and the ethics of representation—and the ways that

performance is an act of interpretation. Playwrights include: Aristophanes, Junxiang, de la Barca, Shakespeare, Ibsen, Wilde, Stoppard, Hwang, & Soyinka. Prerequisite, One course in literature. (History or Genre) Bahr, Stephanie.

[244 F] Tragedy: Then and Now.
How did Greek tragedy work in the city of Athens? Athens was a radical democracy but was based on slave labor and the exclusion of women. How is this implied contradiction displayed in the works of Aeschylus, Sophocles, Euripides? But tragedy also has contemporary life. How do these plays transcend their time of production? An opportunity to examine relations of gods/humans, fate/choice, as well as gender, class/ethnicity and sexuality. Readings to include works by Seneca, Racine, Sartre, O'Neill, Heaney, Fugard. (Genre) (Same as Theatre 244 and Classics 244.)

246 F Modernist Asias / Asian Modernisms.
A survey of the rise of "modern" literature as a global phenomenon across different national contexts (and languages), including the U.S. and Great Britain, China, Japan, and India, with particular attention to the transoceanic flow of ideas and people that helped to make up different literary responses to the spread of global modernity. Works by Ezra Pound, W. B. Yeats, and E. M. Forster; Lu Xun, Hu Shi, and Mu Shi Ying; Tani Joji, Kitasono Katsue, Yokomitsu Ri'ichi, Tanizaki Jun'ichiro, and Edogawa Rampo; Rabindranath Tagore and others. All readings in English (translation). (Social, Structural, and Institutional Hierarchies.) Prerequisite, One course in literature. History, Identity and Difference Steve Yao.

[253 F] Evil in the Age of Enlightenment.
Eighteenth-century men and women of letters were preoccupied with the problem of evil: how can we reconcile the existence of evil with the existence of a benevolent God? If human nature is naturally moral, where do sin and cruelty come from? This course will study literary representations of illness, disaster, malice, and oppression in a range of genres to investigate how Enlightenment writers came to terms with the idea—and the everyday reality—of evil. Readings include Voltaire, Mary Jones, Marquis de Sade, Matthew Lewis, William Godwin, and Mary Shelley. Prerequisite, One course in Literature. Theme, History

254 S The Matter of Text.
This course will focus on exploring the material conditions of the texts we read and how those conditions affect how we receive and understand those texts. This course will involve hands-on projects ranging from handwritten, to letterpress, to digital typography, along with selected readings on the history and theory of text and typography. Students will be expected to actively explore their own relationships to both reading and writing as they work their way through the various technologies used to produce the written word. Prerequisite, One course in literature. Intermedia Maximum enrollment, 16. Knauer, Thomas.

[255 F] The Marrow of African-American Literature.
Exploration of how African-Americans, in the face of enslavement, exclusion and terror, produced literature expressing their identities and aspirations. In examining themes such as abduction, separation and resistance, students will assess the inscription of self on the emergent national culture by writers such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriet Wilson, Frances Harper, Sutton Griggs and Charles Chesnutt. Prerequisite, One course in literature, or consent of instructor. (History or Identity and Difference) Open to sophomores and juniors only. (Same as Africana Studies 255.)

256 S American Literature of the 19th Century.
Survey of representative literary texts in their historical, social and aesthetic contexts. Attention to issues of access to the literary market and the cultural work of literature, particularly in figuring the rise of a distinctly American tradition. Readings from such writers as Cooper, Brown, Poe, Emerson, Whitman, Hawthorne, Melville, Douglass, Dickinson, Jewett, Clemens, Chestnutt and James. Prerequisite, One course in literature. (History or Identity and Difference) Not open to seniors except with permission of the department. The Department.

258/358 S Opera.
Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo, The Marriage of Figaro, Otello, The Turn of the Screw* and *Candide*. Prerequisite, two courses in music or two in literature, or one in each field, or consent of instructors. Music 358 has an additional independent project. Registration at the 300-level only with instructor's permission. (Same as Music 258/358.) Maximum enrollment, 24. Hamessley and P Rabinowitz.

260 F Human Identity and the Natural World.
In the age of climate change and industrialization, our relationship to landscape has often been characterized as contentious and destructive. But how has human language, perception, and identity been shaped – and how is it still being shaped – by the natural world? This course will examine the ways in which human beings still very much originate from their surrounding environments, from deserts and streams to the plants and animals of particular terrains. Readings will include works by Gloria Anzaldua, Terry Tempest Williams, Robin Wall Kimmerer, J. Drew Lanham and David Abram. (Social, Structural, and Institutional Hierarchies.) Prerequisite, A course in literature. Theme or Identity and Difference Valente.

266 F US Modernisms.
Effects of the international modernist movement on the literature of the United States from the beginnings of the 20th century to the 1950s. Attention to authors such as Ellison, Faulkner, Hemingway, Hurston, Stein, and Stevens. (Social, Structural, and Institutional Hierarchies.) Prerequisite, One course in literature, or consent of instructor. (History or Identity and Difference) Not open to first-year students or seniors. Widiss.

[267 F] Literature and the Environment.
Surveys the history of environmentalist thinking as it has been reflected in literary texts. Examines key ideas of environmentalism and questions of representation, literary value and political relevance. Authors include Thoreau, Faulkner, Abbey, Lopez and Jeffers, as well as a few non-American writers. Texts include memoirs, essays, novels and poems. (Genre or Theme) Open to sophomores, juniors and seniors, and to first-year students with AP 4 or 5 in English..

[270] Heaven, Hell and the Space in Between: Devils and Deities in Russian Literature and Art.
Examination of the portrayals of the cosmic conflict: Good vs. Evil, Heaven vs. Hell, God vs. Satan. The second half of the semester will be dedicated to a close reading and analysis of Fyodor Dostoevsky's *Brothers Karamazov*. (Writing-intensive.) No knowledge of Russian required. (Same as Russian Studies 270.) Maximum enrollment, 18.

[278 F] The Straight Story?: Rethinking the Romance.
A study of the ways in which various forms of sexual desire (overt or closeted) drive the plot of literary works. How is desire constructed? How have authors used, manipulated and resisted the marriage plot for aesthetic and political ends? Special attention to works by gay and lesbian authors. Readings, which include works of theory as well as imaginative texts, to include such authors as Austen, Diderot, Balzac, Zola, Wilde, Baldwin. (Social, Structural, and Institutional Hierarchies.) (Theme or Identity and Difference) (Same as Women's and Gender Studies 278.)

[283 F] Introduction to Asian American Literature.
Examination of themes, forms, and history of literary production by people of Asian descent in the United States. We will survey translated and English-language works by Asian American writers of varying ethnic affiliations, including Chinese, Japanese, Filipino, Korean, Indian, and others. We'll explore how each writer negotiates a relationship with a particular cultural heritage, as well as confronts the racial, cultural, and political formations of the U.S.. Authors include Maxine Hong Kingston, Carlos Bulosan, John Okada, the Angel Island poets, and others. Prerequisite, One course in literature. (Theory or Identity and Difference) (Same as American Studies 283.)

285 F Detective Story, Tradition and Experiment.
Survey of a broad range of works, both "popular" and "serious," showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings from Sophocles, Dostoevsky, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar and others. Prerequisite, One course in literature. Genre Peter Rabinowitz.

290 S Facing Reality: A History of Documentary Cinema.
The history of cinema as representation and interpretation of "reality," focusing on nonfiction film and video from a variety of periods and geographic locales. Emphasis on the ways in which nonfiction films can subvert viewers" conventional expectations and their personal security. Forms to be discussed include the city symphony, ethnographic documentary, propaganda, nature film, direct cinema, cinéma vérité, the compilation film and personal documentary. (Same as Art History 290 and Cinema and Media Studies 290.) MacDonald.

[293 F] The Making of English.
History of the English language from its origins in Old English to its present-day proliferation into World English(es). Particular attention to how the internal development of English (its sound system, syntax, grammar and vocabulary) relates to political and cultural transformations among English-speaking peoples throughout history, and how the English language continues to provoke political and cultural controversy. Offered in alternate years. Prerequisite, One course in literature, or consent of instructor. (Theme)

294 S Relationships Gone Bad: 19th century Russian Short Fiction.
Nineteenth-century Russia made its greatest contribution to world literature through the novel--but that golden age was richer than that. Besides lyric poetry and drama, there were numerous short stories and novellas offering the same sexual intensity, psychological insight, and political acuity as the blockbuster works. This half-credit course, centered on stories of failed romance, will examine some of the most striking of them, including works by Pushkin, Gogol, Turgenev, Dostoevsky, Leskov, and Tolstoy. Prerequisite, One course in literature or consent of instructor. This half-credit course ends at Spring Break; it will be graded S/U. It may count toward the Literature major or minor. Maximum enrollment, 20. Peter Rabinowitz.

[295 S] Literary CSI: Casebooks.
Through an introduction to literary theory, students will carefully examine and discuss a variety of literary texts by such writers as Toni Morrison, Kazuo Ishiguro, June Jordan, Carolyn Forche, Samuel Beckett, and Athol Fugard. In addition, students will communicate their insights in casebooks that examine the texts from multiple critical perspectives. Prerequisite, One course in literature. (Theory or Theme) Open to first-year and sophomore students only.

296 F Gendered Speech in Tragedy.
This course will focus on the ways in which ancient plays both assert and question the cliché that a woman's silence is her glory. While ancient gender ideology held that women should be neither seen nor heard, tragedy puts them front and center in play after play. What do critics make of this conundrum? Readings to include feminist work by authors such as Tillie Olsen, Audre Lorde, and Cherrie Moraga, as well as the ancient tragedians: Aeschylus, Sophocles, and Euripides. Prerequisite, One course in literature or consent of instructor. This half-credit course will meet from August 29th to October 24th. It will be graded S/U. It may count toward the Literature major or minor. Maximum enrollment, 20.

301 F Avant Garde: Cinema as Theory and Critique.
A history of alternatives to commercial movies, focusing on surrealist and dadaist film, visual music, psychodrama, direct cinema, the film society movement, personal cinema, the New American Cinema, structuralism, Queer cinema, feminist cinema, minor cinema, recycled cinema and devotional cinema. While conventional entertainment films use the novel, the short story and the stage drama as their primary instigations, experimental and avant-garde films are analogous to music, poetry, painting, sculpture and collage. Not open to first-year students. (Same as Art History 301

and Cinema and Media Studies 301.) MacDonald.

[312 F] The New Confessional.
Sylvia Plath said "I, who reportedly write so truthfully about myself, so openly, am not that open." In this course we'll trace the ways poets have subverted and expanded our notion of what the confessional poem is, from its 1957 debut, (Robert Lowell's Still Life) to the 21st century. Readings will include Sylvia Plath, Anne Sexton, Audre Lorde, Adrienne Rich, John Berryman, Ntozake Shange, Sandra Cisneros, Afaa Weaver, Maggie Nelson, Sharon Olds, Judy Jordon, and Ocean Vuong, among others. (Writing-intensive.) Prerequisite, one 200-level course in literature. (Identity and Difference, or Genre) Maximum enrollment, 18.

313 F Ghanaian Literature: From Colony to Post-Colony.
Through a close examination of selected works by West African writers such as Kobina Sekyi, Casely-Hayford, Mabel Dove, Ayi Kwei Armah, Efua Sutherland, Ama Ata Aidoo, Kofi Awoonor, Atukwei Okai, Yaw Asare, Akosua Busia, Kofi Anyidoho and Amma Darko, students will examine how the Slave Castles, the Sankofa Bird and Ananse the Spider have shaped the manner in which Ghanaian writers portray their society. (Writing-intensive.) Prerequisite, one 200-level course in literature (204, 205, 206 or 264 preferred). (History or Identity and Difference) (Same as Africana Studies 313.) Maximum enrollment, 18. Odamtten.

315 F Literary Theory and Literary Study.
In this course we will explore some of the main developments in literary and cultural "theory" during the twentieth and twenty-first centuries. Topics may include historicism, formalism, structuralism, deconstruction, Marxism, and feminism, theories of race, nationalism, gender and sexuality, of materiality and the digital culture, ecocriticism and disability theory. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, a 200-level course in literature. (Theory or Identity and Difference) Maximum enrollment, 18. Yao.

320 F Indians, Aliens, Others.
The world is full of strange beings, some from outer space, others close to home. What leaps of imagination must we make to close the physical, cultural, philosophical, and linguistic gulf between "us" and "them"? How might encounters with "others" change our conceptions of self and our habits of thinking, feeling, and sensing? Readings include postcolonial and science-fiction texts by writers (and filmmakers) such as Octavia Butler, Ursula Le Guin, Indra Sinha, and Neill Blomkamp. Theoretical frameworks will span postcolonial, queer, and disability studies. (Social, Structural, and Institutional Hierarchies.) Prerequisite, A 200-level course in literature. (Theory or Identity and Difference) Pavitra Sundar.

[323 S] Medieval Other Worlds.
From the spiritual realms of heaven and hell to the supernatural world of fairies, medieval culture was immersed in alternative and transcendent versions of reality. Explores medieval literature's frequent forays beyond ordinary experience in Middle English works by the Pearl-poet, Chaucer, Malory and Langland, as well as anonymous romance and drama. (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. (History) Maximum enrollment, 18.

[327 S] English Renaissance Literature: 1550-1660.
Study of the ways works and writers of this period are "in conversation" with each other on such matters as love, death, religious belief, the human response to the natural world and the role of women (in society and as authors). Readings of poems and other works by such writers as Shakespeare, Spenser, Donne, Herbert and Mary Wroth. (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. (History or Intermedia) Open to sophomores, juniors and seniors. Maximum enrollment, 18.

334 F Seminar: Jane Austen: Text and Film.
Close reading and discussion of Austen's six published novels. Attention to questions of genre raised by treatments of

the novels in film and television productions. Prerequisite, three courses in literature. (Intermedia or Single-Author) Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. Maximum enrollment, 12. J O'Neill.

[335 F] The Romantic Poets.
The Romantic Period in English literary history has long been defined by the work of six male poets: Blake, Wordsworth, Coleridge, Shelley, Keats, and Byron. We will study their poetry in the context of form, history, and politics, and investigate how their work might be seen to form an ideology or movement. We will also read work by poets such as Barbauld, Clare, Burns, and Hemans, popular in their own day, but thought of as 'minor' subsequently, in order to evaluate how questions of gender and literary value inform our sense of what is 'Romantic'. (Writing-intensive.) Prerequisite, one 200-level course in literature. (History or Genre) Open to sophomores, juniors, and seniors. Maximum enrollment, 18.

[336 S] Experimental Women Writers.
This course examines experimental women prose writers of the 20th and 21st centuries. We will consider how historical and cultural forces shape novels and stories by women who are committed to writing counter to tradition. Readings will include work by such authors as Gertrude Stein, Virginia Woolf, Zora Neale Hurston, Marguerite Duras, Kathy Acker, Jeanette Winterson, Carole Maso, Maggie Nelson, Claudia Rankine, Karen Yamashita, and others. We will engage these readings, in part, by creating our own critical experiments. (Writing-intensive.) Prerequisite, One 200-level course in literature. (Identity and Difference, or Theory) Maximum enrollment, 18.

337 S Medieval Women and the Written Word.
How did medieval women authors engage with a literary tradition that too often, as 14th c. writer Christine de Pizan lamented, declared that "female nature is wholly given up to vice"? Readings from English and French authors including Christine, Marie de France, Margery Kempe, Julian of Norwich, and Geoffrey Chaucer; anonymous tales of women saints, cross-dressing knights, and disobedient wives; "authoritative" writings about women (inc. religious and medical tracts and a manual on courtly love). Attention to the origins of these texts as they both create and challenge medieval gender roles. Prerequisite, A 200-level course in literature; no prior experience with Middle English required. History or Identity and Difference (Same as Women's and Gender Studies 337.) Terrell.

339 S Global Shakespeare.
How did Shakespeare respond to national & ethnic difference at "The Globe"; how have later writers from around the globe responded to Shakespeare's work? We will grapple with some of the darkest material in the Shakespeare corpus—rape, racism, misogyny, colonialism—and the real world violence it represents, then interrogate these plays" appeal to creators from Japan to the Caribbean, from India to New Zealand. If, as some have argued, Shakespeare and the Western canon have been tools of cultural oppression, then how might these global adaptations be read as acts of rebellion or liberation? (Social, Structural, and Institutional Hierarchies.) Prerequisite, 2 courses in literature. Genre, Identity and Difference Stephanie Bahr.

341 S Seminar: Booked: Prison Writing.
Prisons have been the settings for scenes of tragedy, comedy, romance and social protest. While aware of this use of the prison as a literary device, we will read writers who have actually suffered incarceration. We will read canonical texts (by Plato, Boethius, M. L. King), post-colonial prison writers (Chris Abani, Ruth First), and the work of men and women inside the American prison system. Among other requirements, students will visit men in a writing class taught inside a local prison facility. Prerequisite, two courses in literature. Maximum enrollment, 12. Larson.

342 F Seminar: Written on the Wall: 20th- and 21st-Century American Prison Writing.
The writing of the men and women inside the American prison system constitutes a kind of shadow canon to that of better-known literary artists. We will read broadly in 20th- and 21st-century American prison writing, asking questions about the generic coherence, social and moral import of prisoners" non-fiction, fiction and poetry. Authors will include

Jack London, George Jackson, Assata Shakur, and citizens serving time today. Students who are twenty-one or older will visit a book group inside a state prison. Prerequisite, one 200-level course in literature. (History or Identity and Difference) Not open to first-years. Does not fulfill the senior seminar requirement for ENGL or LIT concentration. (Same as American Studies 342.) Maximum enrollment, 12. Larson.

343 S Seminar: Women Writing Against the Grain.
A comparative investigation of U.S. women writing their own stories through the genre of autobiography in the 19th and 20th centuries. Attention to theoretical and practical questions of ideology, genre, language, audience and reception. Particular focus on women's self-representation as hegemonic transgression at the intersections of race, class, gender, sexuality, nationality and ableism. (Writing-intensive.) Prerequisite, One course in Women's Studies and some coursework in comparative literature or literary theory or consent of the instructor. (Same as Women's and Gender Studies 343.) Maximum enrollment, 12. Adair, Vivyan.

349 S American Scriptures.
Can a secular nation have sacred texts? How do writings achieve that status, and what results? We'll ask these questions of works dating from before the US's founding to the current day. We'll consider how and why groups have taken specific texts as authoritative and how these documents have shaped understandings of what it means to be human, live well, and be American, among other "big questions." Possible readings include essays, speeches, stories, and poems from the Declaration of Independence and The Book of Mormon to MLK's "I Have a Dream" and Beyoncé's performance of "Lift Every Voice." Prerequisite, Two courses in Literature or Religious Studies, or consent of instructors. History, Theme (Same as Religious Studies 349.) Maximum enrollment, 24. Quincy Newell, Benj Widiss.

[353 F] Anglo-American Modernism.
Principal trends in Modernist literature written in the United States and the United Kingdom roughly from 1900-45. Examination of the contours of the primary tradition, as well as attention to counter-traditions that evolved alongside the accepted canon. Readings of poems, novels and stories by such writers as Yeats, James, Conrad, Joyce, Woolf, Eliot, Pound, Lewis, Ford, West and Loy will provide the context for understanding the larger trajectory of Modernism together with the opportunity for more detailed consideration of specific individual writers. (Writing-intensive.) Prerequisite, one 200-level course in literature. (History or Intermedia) Open to sophomores, juniors and seniors. Maximum enrollment, 18.

356 S Women and the Enlightenment.
This course explores women's relation to the intellectual and political culture of Enlightenment Britain. We will study how warring ideas about the rights of man shaped conceptions and representations of sexual difference and womanhood over the course of the long eighteenth century. Treating "woman" as a historical category will, in turn, help us to better understand the underlying assumptions and consequences of our own thinking about gender. Primary texts by Mary Astell, Mary Wollstonecraft, Austen, and Mme de Stael. Feminist scholarship by Nancy K. Miller, Nancy Armstrong, and Toril Moi. Prerequisite, A 200-level course in literature. History or Theory Taylor.

[361 F] Artistry and Adultery: Reading Anton Chekhov.
Few writers flourish in both narrative fiction and theater, but Chekhov was an exception. Arguably the greatest short-story writer in the western canon, he was also the inventor of modern drama and probably the best playwright after Shakespeare. This half-credit course will examine the range of his output—short stories, short novels, and plays—with special attention to his psychologically acute analysis of the fragility of romantic relationships and to the question of whether there is any connection between the innovative formal techniques in his fiction and those in his plays. Prerequisite, A 200-level course in literature. This half-credit course meets August 23 to October 27; it will be graded S/U. It may not count toward any departmental major or minor. Maximum enrollment, 20.

365 S Major Figures in Cinema.

Focus on crucial contributors to the wide world of cinema. The work of one, two, or three particular filmmakers, each from a different sector of the geography of cinema, will be examined in detail. Prerequisite, ARTH/CNMS/CPLIT 120; or ARTH/CNMS/CPLIT 290; or ARTH/CNMS/CPLIT 301; or permission of the instructor. (Same as Art History 365 and Cinema and Media Studies 365.) MacDonald.

368 S "The Medium is the Message": Reading Poetry in Print & Manuscript, 1300-1600.
In this course, we will read medieval and renaissance poetry not in tidy modern editions, but in its original contexts in manuscripts and early print—where doodles cover up transcription errors, love lyrics jostle storeroom inventories, and readers pass judgement in the margins. We will study how books were compiled, annotated, censored and even smuggled, and how these practices shaped literary production and reception. We will not only read Chaucer, Lydgate, Wyatt, Spenser, & others, but will also produce editions and manuscripts of our own to discover: is the medium really the message? Prerequisite, A 200-level course in literature. (History or Genre) Bahr, Stephanie.

[374 S] The Hollywood Novel.
A look at novels dealing with or set in Hollywood and at adaptations of novels to film. Students will write short screen adaptations from short fiction and work together as a team (or in teams) on digital video productions of one or more student screenplays. (Writing-intensive.) Prerequisite, one 200-level literature course on narrative fiction and one of the following: 215, Art 213, 313, 377 or College 300. (Genre or Intermedia) Open to juniors and seniors only. Maximum enrollment, 18.

375 F Contemporary American Fiction.
Study of short stories and novels by authors writing in the past 30 years, such as Barth, Acker, Hawkes, Morrison, DeLillo, Mazza, Wideman, Anaya, Kingston, Proulx. (Writing-intensive.) Prerequisite, one 200-level course in literature. (Theme or Theory) Open to sophomores, juniors, and seniors. Maximum enrollment, 18. Hall.

[376 F] Africana Literatures and Critical Discourses.
An examination of literature produced by writers of former European colonies in Africa and its Diaspora, with particular attention to literary and theoretical issues, as well as responses to such developments as Negritude, feminism and post-colonialism. Readings will include selected twentieth and twenty-first century writers. Assignments will involve both written and digital work. (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. (Theory or Intermedia) Open to sophomores, juniors, and seniors. (Same as Africana Studies 376.) Maximum enrollment, 18.

378 S African American Literature Beyond the Edge.
A critical survey of literatures from multiple genres concerned with conjuration, speculation, investigation, transgression or science fiction produced by African-American writers from the 19th century to the present. Includes works by such writers as Chesnutt, Sutton Griggs, W. E. B. Du Bois, Fisher, Chester Himes, Ernest Gaines, Octavia Butler, Walter Mosley, Steve Barnes, Jewelle Gomez, Samuel Delaney, Gayle Jones, Derrick Bell, Paula Woods, Tananarive Due and Nalo Hopkinson. (Writing-intensive.) Prerequisite, One 200-level course in literature. (Genre or Identity and Difference) Open to sophomores, juniors, and seniors. (Same as Africana Studies 378.) Maximum enrollment, 18. Odamtten.

379 S Transnational Feminist Frames.
This course looks at the work of (women) filmmakers with South Asian and Iranian ties to ask how contemporary visual culture figures gender and sexuality. It spans national and regional borders to examine contextual and formal challenges artists navigate as they probe the complexity of gendered lives. Amanpour (A Girl Walks Home Alone At Night, 2014), Chadha (Bend It Like Beckham, 2002), Makhmalbaf (Blackboards, 2009), and Sumar (Silent Waters, 2003), and others. How do notions of gender, sexuality, and nation shape film form? How might form be used to think anew about such social structures? (Social, Structural, and Institutional Hierarchies.) Prerequisite, A 200-level course in Literature, Women's and Gender Studies, or permission of the instructor. Identity and Difference or Theory (Same as

Women's and Gender Studies 379.) Sundar, Pavitra.

380 S Ut Pictura Poesis: Contemporary Graphic Narrative.
An exploration of form and innovation in the rapidly evolving medium of graphic narrative. Includes a study of comics" development through the 20th century and the myriad experiments in reportage and autobiography, as well as in long-form fiction, that increasingly characterize comics' endeavor. Readings in contemporary American literature and critical theory consider comics' shifting social and cultural status, as well as the particular purchase this hybrid representational form has on experience and cognition. Prerequisite, one 200-level course in literature, American studies, art, art history or history. Genre or Theme Benjamin Widiss.

385 S George Eliot: A Serious Woman.
Mary Ann Evans, aka George Eliot, is one of a handful of women writers whose canonical status is undisputed. This course is an in-depth study of Eliot's writings that pays special attention to the intellectual and cultural debates that informed her work. Investigating how Eliot's fiction endorses, tweaks, and critiques nineteenth-century ideas about gender, class, science, empire, and aesthetics will help us to understand why writing novels was, for Eliot, a serious artistic and philosophical enterprise. Novels include Romola, Middlemarch, Daniel Deronda, and Impressions of Theophrastus Such. Prerequisite, A 200-level course in literature. Single Author, History Taylor, Suzanne.

390 S Sex and Class in Modern Drama.
What do sex and money have to do with each other? Everything! Playwrights in the nineteenth and early twentieth centuries were grappling with how sex and gender were inflected by class. In this half-credit course, we will read plays by mostly male and some female authors, from the early 19th century to mid-twentieth century, from Europe, the UK, and the US. Texts by Buchner, Ibsen, Shaw, Brecht, and Treadwell, among others. Prerequisite, Prerequisite two courses in either theater or literature or one each. Class runs January 22nd to March 15th. This course is a 1/2 credit course. This course will be graded S/U. Maximum enrollment, 16. Rabinowitz, Nancy.

391 F Queer/Feminist Literary Theory.
Contemporary feminist and queer theories have a close connection to literature; they emerged from and later transformed literary studies. We will discuss selected theoretical writing, as well as creative texts from the late nineteenth century to the late twentieth century: fiction, plays, and films. Conversations will center around questions of identity and performativity, and the intersections of gender, sexuality, race and class. Readings to be drawn from the following: Oscar Wilde, Radclyffe Hall, James Baldwin, Audre Lorde, E. M. Forster, Virginia Woolf, Tony Kushner, Cherrie Moraga. Prerequisite, At least one course in Literature and/or Women's Studies, or consent of instructor. (Theory or Identity and Difference) (Same as Women's and Gender Studies 391.) N Rabinowitz.

412 S Seminar: Public Play—Performance in England, 1400-1642.
Exploration of changes and continuities across time and genre in stage performance and production in England from the middle ages through Shakespeare, of overlapping political, religious, and social meanings of public play, performance, and spectacle. What is the difference between communal, amateur performance and the commercial London stage? How does perspectival staging redefine the relationship between audience members? How is the role of allegory transformed across centuries? Examination will deepen our understanding not only of dramatic practice, but of dramatic production more broadly. Prerequisite, Three courses in Literature. History or Genre Maximum enrollment, 12. Stephanie Bahr.

413 F Truth, Desire, and the Ethics of Representation in the Enlightenment.
In the 18th century, pornography, philosophy, and fiction were regular bedfellows. Enlightenment writers used the pornographic mode—the art of explicit representation—to dissect, scrutinize, and critique the religious and political status quo, to present things both as they are and as they should be. How does a pornographic lens help us to see truths that might otherwise escape us? Who is harmed in this search for truth? Are representations of sex necessarily political? Readings will include Eliza Haywood, John Cleland, Marquis de Sade, Mary Hays, and Matthew Lewis. Prerequisite,

three courses in literature. Open to juniors and seniors only. History or Genre Maximum enrollment, 12. Suzanne Taylor.

[415 S] Seminar: Ambivalent Inheritance: Faulkner across the Americas.
This course will trace lines of influence and revision running from William Faulkner through Latin American writing of the Boom generation to contemporary fiction in the United States. We'll consider the inheritance of biology and property; of guilt and promises and dreams; and of formal strategies, images, and tropes--and the ways in which negotiating those legacies becomes a means of negotiating the self's relationship with both society and history. Possible authors: W. Faulkner, G. García Márquez, J. Rulfo, C. Fuentes, J. Donoso, R. Ferré, T. Morrison, J. Eugenides, A. Bender, J.S. Foer Prerequisite, 3 courses in literature. (Theme or History) Maximum enrollment, 12.

[418 F] Seminar: Poems in and out of context.
Poetry in the early modern era circulated in manuscript in particular controlled social contexts. How did poems survive, get into print? What is the difference between reading a poem in manuscript, in a collection, in an anthology? Attention to manuscript circulation, common-place books, and miscellanies, and the role of anthologies in canon formation after. Case studies: the Devonshire manuscript, Sidney and Shakespeare sonnet sequences, collections by Anne Bradstreet, Katherine Philips, and Edward Taylor, among others. Later examples, such as Dickinson, according to student interest. Prerequisite, 3 courses in literature. Maximum enrollment, 12.

[428 S] Seminar: Muslims, Women and Jews: Alterity and Identity in the Middle Ages.
How did medieval Christians perceive difference and define the boundaries of identity? Study of medieval literature dealing with disenfranchised populations within European Christian society (women and Jews) and those outside its bounds (Muslims). Readings by authors such as Chaucer, Margery Kempe and John Mandeville, as well as anonymous dramas and crusade romances, and modern criticism. Particular consideration of literary and cultural contexts, including sermon stories, histories, medical and legal texts, polemics and religious tracts. Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[439 S] Race and Nation in the Middle Ages.
What did race and nation mean in the Middle Ages? We'll first examine English attempts to establish a unified national identity out of a history of invasion and colonization. We'll consider the role of Jews in England, as well as examples of Celtic resistance to English imperialism. Then we'll turn to writing that explores English identity in an international context, to see how real and imagined contact with other cultures—particularly during the Crusades—influences conceptions of nation, race, and identity. Genres include travel writing, drama, romance, and historical narrative. Prerequisite, three courses in literature. Maximum enrollment, 12.

447 S Seminar: James Joyce.
In-depth study of Joyce's major works in their historical and cultural contexts. Readings include *Dubliners* and *Finnegans Wake*, Major emphasis on *Ulysses*. Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12. Steven Yao.

[459 S] Seminar: TransAtlantic Romanticisms.
Exploration of Romantic ideologies in literature (poetry and novels) from England and the United States. Discussion of nationalism, nature, individualism, and imagination as they appear in authors including Wordsworth, Byron, Scott, Cooper, Whitman, Dickinson, and Melville. Attention to the paradox of influence in asserting notions of national identity. Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[460 S] Beyond Proust.
What do you do after finishing In Search of Lost Time? The easy choice is to read it again. But for those not ready to take the plunge a second time, this course offers an alternative: the study of a group of works that take on special resonances in the context of Proust. Included will be Nabokov's *Lolita*, Hitchcock's *Vertigo*, Makine's *Dreams of My*

Russian Summers, Turgenev's *First Love*, Jacqueline Rose's *Albertine*, Anne Carson's *Albertine Workout*, Faulkner's *The Sound and the Fury*, Goldstein's *The Properties of Light*, and others. Prerequisite, CompLit 360 or consent of instructor. Maximum enrollment, 12.

461 S English and Its Discontents.
We will examine the politics of language, focusing on Anglophone contexts, probing colonial histories that underpin the global hegemony of English. How is the hierarchization of tongues marked in the sounds of language, in the valuation or denigration of accents? What do disciplinary formations of literary studies tell us about ongoing struggles over language? How do fields like translation studies, deaf studies, and sound studies complicate the study of English language and literature? Possible texts: Brian Friel's Translations, Amitav Ghosh's Sea of Poppies, Gloria Anzaldua's Borderlands. (Social, Structural, and Institutional Hierarchies.) Prerequisite, 3 courses in Literature. Identity and Difference, Theory Maximum enrollment, 12. Pavitra Sundar.

465 F Faulkner and the South.
Faulkner's major novels, published between the late 1920s and the early 1940s, trace his most impassioned struggle with the legacies of slavery, the enduring hierarchies of gender and class, and the rising specter of industrialization's destructive force. We'll explore the series of radical formal innovations Faulkner arrived at in order to convey these stories, and to convey the inextricability of one from the next—both in American society and in individual consciousness. Readings: Light in August, Absalom, Absalom!, Go Down, Moses, and more. Prerequisite, 3 courses in Literature. Maximum enrollment, 12. Widiss.

[473] Seminar: Major African Writers.
A comprehensive comparative investigation into works by two or more contemporary African writers. Attention to theoretical and practical questions of ideology, genre, language, gender, class and geographic region to determine the multiple articulations among authors, texts and audiences. Prerequisite, three courses in literature or consent of instructor. Open to juniors and seniors only. (Same as Africana Studies 473/573.) Maximum enrollment, 12.

[474 S] Seminar: Major African-American Writers.
An in-depth investigation of selected 20th-century and contemporary works by African-American writers. Focus on the theoretical and practical questions of genre, language, gender, class and ideology to determine the multiple articulations among authors, texts and audiences. Traditional written assignments, critical discussion and digital media coursework in the computer lab are required. Prerequisite, three courses in literature. Open to juniors and seniors only.

497 S Seminar: Independent Projects.
In this seminar, students will pursue independent research projects culminating in a longer paper (25-35 pages)on a topic of their choosing. Seminar sessions will discuss strategies for organizing and drafting a longer paper, time management, the best ways to use research tools, and different ideas about how to revise; later there will be opportunities to share drafts and address issues that arise. Prerequisite, Permission of the department. Maximum enrollment, 12. Thickstun.

502 S Honors Project in Literature.
Independent study for honors candidates in Literature. Prerequisite, Approval of the department. 1/4 credit. Maximum enrollment, 12. The Department.

Courses in Creative Writing
215 F,S Introductory Poetry and Fiction Workshop.
Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. (Proseminar.) Prerequisite, a 100-level writing-intensive course in English or Literature or 204W,

222W, or 227W. Not open to first-year students in the fall. Maximum enrollment, 16. The Department.

224 S Playwriting.
Introduction to the techniques of realistic and non-realistic playwriting through a variety of exercises and improvisations, culminating in the writing and staging of a one-act play. (Speaking-Intensive.) Prerequisite, Theatre 100 or Creative Writing 215. While no prior acting experience is required, students participate in staged readings of works. (Same as Theatre 224.) Maximum enrollment, 12. Latrell.

304 F,S Intermediate Poetry Workshop.
For students whose work and purpose have developed sufficiently to warrant continuing work in poetry. Regular writing and reading assignments as well as critiques in class. Prerequisite, 204 and 215. Maximum enrollment, 16. The Department.

305 F,S Intermediate Fiction Workshop.
For students whose work and purpose have developed sufficiently to warrant continuing work in fiction. Regular writing and reading assignments as well as critiques in class. Prerequisite, 215 and a 200-level course in literature. Maximum enrollment, 16. The Department.

309 F Creative Non-Fiction Workshop.
For students whose work and purpose in creative writing have developed sufficiently to warrant work in creative non-fiction. We will read memoir, travel/nature writing, and literary journalism by a wide range of authors to provide a context in which to examine the work students generate for the class. Part of our task will be to answer the question: What is creative non-fiction? Through a close examination of the texts we read in class, and the process of both writing and critiquing essays, we will attempt to clarify the sometimes vague definitions of the genre. Prerequisite, one 100-level course in literature or permission of the instructor. (Genre) Maximum enrollment, 16. Ngo.

419 S Seminar: Creative Writing.
For students whose work and purpose have developed sufficiently to warrant advanced work in fiction or poetry. Students will construct individual projects leading to a final collection of writings in the form of a novella, a series of stories, or a series of poems. Regular writing and reading assignments, as well as critiques in class. Prerequisite, 304 and 305. Open only to senior concentrators and, if there is room, senior minors. Maximum enrollment, 12. Prerequisite, 304 and 305. Open only to senior concentrators and, if there is room, senior minors. Maximum enrollment, 12. The Department.

498 F Honors Project in Creative Writing.
Independent study under the supervision of creative writing faculty, for honors candidates who qualify for and wish to pursue honors in creative writing. Students completing 498 are expected to continue their creative writing honor's project in the spring term by enrolling in 501S. Prerequisite, 215, 304, 305, and permission of Department. Students will be assigned to CW faculty for the project. Maximum enrollment, 8. Tina Hall.

501 S Honors Project in Creative Writing.
Independent study for honors candidates in Creative Writing. Prerequisite, 498S and approval of the department. 1/4 credit .

Mathematics and Statistics

Faculty
Debra Boutin
Clark Bowman
Jose Ceniceros
Sally Cockburn, *chair*
Andrew Dykstra
Courtney Gibbons
Robert Kantrowitz
Chinthaka Kuruwita (on leave spring 2020)
Michelle LeMasurier
Branden Stone

Special Appointment
Larry Knop

A concentration in mathematics consists of the courses 116, 216, 224, 314, 325, a Senior Seminar, and three full-credit electives, of which at least one must be at the 300 level or higher. Concentrators fulfill the Senior Program requirement by taking a Senior Seminar. It must be taken in the fall of the student's senior year, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. Physics 320 or Physics 325, but not both, may be counted toward the concentration as an elective at the 200 level. Concentrators are encouraged to take an introductory course in computer programming, such as Computer Science 110 or 112. Mathematical thinking and programming mutually reinforce each other, and many careers involving quantitative skills also require some experience with programming.

Beginning with the class of 2020, students concentrating in Mathematics must satisfy the Social, Structural, and Institutional Hierarchies requirement by completing one of Math 152, Math 498, Econ 166 or Educ 350. Students who have not completed one of these courses may petition the department to accept a course in another department as fulfilling the SSIH requirement by providing a written rationale explaining how the proposed course will help them gain an understanding of social, structural, and institutional hierarchies that is relevant to mathematics and their post-graduation plans.

Students may earn departmental honors by completing courses that satisfy the concentration with an average of 3.6 or higher, by taking a fourth full-credit elective that is at the 300 level or higher, and by making a public presentation to the department on a mathematical topic during their junior or senior year.

A minor in mathematics consists of 116, 216, 224 and two mathematics electives.

While all mathematics courses satisfy the QSR requirement, students seeking an entry-level course only for this purpose are encouraged to consider COLEG 105S: A World of Impending Disaster.

113 F,S Calculus I.
Introduction to the differential and integral calculus of a single variable. Topics include limits, continuity, derivatives, max-min problems and integrals. For students matriculating in 2013 or later, this course may not be counted toward the concentration or minor. (Quantitative and Symbolic Reasoning.) Four hours of class. The Department.

116 F,S Calculus II.
116 F,S Calculus II – A continuation of the study begun in 113. Methods of integration, improper integrals, applications of integration to volume and arc length, parametric equations, sequences and series, power series, vectors, and an introduction to 3-dimensional coordinate systems with equations of lines and planes. Prerequisite, 113 or placement by the department. Not open to students who have taken 114. The Department. (Quantitative and Symbolic Reasoning.) Completion of 116 with a grade of C- or greater gives Hamilton credit for both 113 and 116 for those students placed into 116. The Department.

152 F,S Statistical Analysis of Data.
An introduction to the principles and methods of applied statistics. Topics include exploratory data analysis, sampling distributions, confidence intervals, hypothesis testing, regression analysis, analysis of variance and categorical data analysis. Extensive reliance on statistical computer software and authentic data, with a focus on investigating issues of social, structural, and institutional hierarchies. (Social, Structural, and Institutional Hierarchies.) (Quantitative and Symbolic Reasoning.) May not be taken by students who have taken Math 252 or 253, or have taken or are taking Econ 166, Econ 265, Psych 201, Neuro 201 or Govt 230. Maximum enrollment, 25. The Department.

216 F,S Multivariable Calculus.
Introduction to functions of more than one variable, partial derivatives, multiple integrals in two and three dimensions, line and surface integrals, Green's Theorem, curl, divergence, the Divergence Theorem and Stokes' Theorem. Prerequisite 116 or placement by the department. Not open to students who have taken 114. The Department. (Quantitative and Symbolic Reasoning.) Completion of 216 with a grade of C- or greater carries credit for both 116 and 216 for those students placed into 216. The Department.

224 F,S Linear Algebra.
An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems and eigenvalues; mathematical and physical applications. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, 116 or 216 or consent of instructor. Maximum enrollment, 18. The Department.

231 F Linear Optimization.
An introduction to solving optimization problems involving linear functions subject to linear constraints (linear programming). Topics include the simplex method, duality theory, game theory and integer programming. Features applications to economics, computer science and other areas. (Quantitative and Symbolic Reasoning.) Prerequisite, 224. Cockburn.

234 S Counting and Codes.
Topics include enumeration and error correcting codes. Enumeration methods are used to count objects with a given description (used to compute probabilities and to estimate computer program running times). Error correcting codes are used to identify and fix small transmission errors (used in MP3 players, DVDs, cable TV). For each topic we will look at the big ideas, and apply them to small cases. (Quantitative and Symbolic Reasoning.) Prerequisite, 224. Boutin.

235 F,S Differential Equations.
Theory and applications of differential equations, including first-order equations, second-order linear equations, systems of equations, and qualitative and numerical methods. (Quantitative and Symbolic Reasoning.) (Speaking-Intensive.) Prerequisite, 224. Maximum enrollment, 20. The Department.

254 F,S Statistical Modeling and Applications.
A continuation and extension of the study of statistics begun in 152, 252 or 253. Topics include simple and multiple regression, analysis of variance, categorical data analysis, logistic regression, and nonparametric methods designed to test hypotheses and construct confidence intervals. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 152, 252 or Math 253; students who have taken any introductory statistics course at Hamilton, or have a score of 4 or 5 in AP

Statistics may enroll with the instructor's permission. May not be taken by students who have taken or are taking Econ 400. Maximum enrollment, 25. Bowman.

[313 S] Knot Theory.
An introduction to knot theory. Topics include classification of different types of knots, the relations between knots and surfaces, and applications of knots to a variety of fields. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 224.

314 F,S Real Analysis.
An introduction to analysis. Topics include completeness of the real numbers, cardinality, sequences, series, real-valued functions of a real variable, limits, and continuity. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, 116 or 216, and 224. Maximum enrollment, 18. The Department.

315 S Functional Analysis.
An introduction to functional analysis. Topics include metric and normed linear spaces, including sequence spaces, function spaces, Hilbert and Banach spaces; Fourier series, and bounded linear operators. (Quantitative and Symbolic Reasoning.) Prerequisite, 314 or consent of instructor. Kantrowitz.

[318 S] Complex Analysis.
An introduction to the theory of analytic functions of a complex variable: Cauchy-Riemann equations, contour integration, Cauchy-Goursat theorem, Liouville theorem, Taylor and Laurent expansions, Residue theory. (Quantitative and Symbolic Reasoning.) Prerequisite, 216 and 314.

[322 S] Graph Theory.
An introduction to the theory and applications of graph theory. Topics include: trees; connectivity; Eulerian and Hamiltonian graphs; vertex-, edge- and map-colorings; digraphs; tournaments; matching theory; planarity and Ramsey numbers. (Quantitative and Symbolic Reasoning.) Prerequisite, 224 or CS 123.

[324 S] Linear Algebra II.
A continuation of 224, with emphasis on the study of linear operators on complex vector spaces, invariant subspaces, generalized eigenvectors and inner product spaces. (Quantitative and Symbolic Reasoning.) Prerequisite, 224.

325 F,S Modern Algebra.
An introduction to the three fundamental structures of abstract algebra: groups, rings and fields. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, 224. Maximum enrollment, 18. The Department.

[335 S] Differential Equations II.
A continuation of 235, with emphasis on techniques for studying nonlinear dynamical systems. Topics include equilibria in nonlinear systems, bifurcations, limit sets, the Poincare-Bendixson theorem, strange attractors, discrete dynamical systems and symbolic dynamics. (Quantitative and Symbolic Reasoning.) Prerequisite, 235 and 314.

[337 S] Partial Differential Equations.
Theory and applications of partial differential equations. Topics include separation of variables, Fourier series and transforms, and the Laplace, heat and wave equations. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 224 and Math 235.

351 F Probability Theory and Applications.
An introduction to probability theory, including probability spaces, random variables, expected values, multivariate distributions and the central limit theorem, with applications to other disciplines and an emphasis on simulation as an exploratory tool. (Quantitative and Symbolic Reasoning.) Prerequisite, 116 or 216, and 224. 224 may be taken concurrently. Bowman.

352 S Mathematical Statistics and Applications.
Study of the mathematical theory underlying statistical methodology. Topics include the law of large numbers, estimation, hypothesis testing, linear models, experimental design, analysis of variance and nonparametric statistics, with applications to a variety of disciplines. (Quantitative and Symbolic Reasoning.) Prerequisite, 351. The Department.

355 F Mathematics of Machine Learning.
An introduction to machine learning with a focus on the mathematics required to perform various algorithms. Topics include linear mappings, inner product spaces, orthogonality, matrix decompositions, gradients, supervised and unsupervised machine learning, principal components analysis, and artificial neural networks. Familiarity with rudimentary computer programming recommended. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 216 and Math 224. Stone.

361 S Number Theory and Applications.
Number theory is the study of the properties of the positive integers. Topics include divisibility, congruences, quadratic reciprocity, numerical functions, Diophantine equations, continued fractions, distribution of primes. Applications will include cryptography, the practice of encrypting and decrypting messages, and cryptanalysis, the practice of developing secure encryption and decryption protocols and probing them for possible flaws. (Quantitative and Symbolic Reasoning.) (Speaking-Intensive.) Prerequisite, 325 or consent of instructor. Maximum enrollment, 20. Gibbons.

363 S Differential Geometry.
Differential geometry is the study of geometric properties of curves, surfaces, and their higher dimensional analogues using the methods of calculus. This course is an introduction to the differential geometry of curves and surfaces in three dimensional Euclidean space. Topics include Frenet frames for curves, Gaussian and mean curvature, the first and second fundamental forms, geodesics, and Gauss's Theorema Egregium. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 216 and Math 224W. LeMasurier.

498 S Seminar on Mathematics in Social Context.
Examines the role mathematics plays in the construction and perpetuation of social stratification, as well as the influence of social categorization on the development of mathematics and mathematicians. Works such as *Hidden Figures* by Margot Lee Shetterly, *Weapons of Math Destruction* by Cathy O'Neil, and *Radical Equations: From Mississippi to the Algebra Project* by Bob Moses '56 may be included. One-half course credit. Open only to mathematics concentrators. (Social, Structural, and Institutional Hierarchies.) Maximum enrollment, 20. The Department.

[501 F] Senior Seminar in Algebra.
An introduction to group theory with an emphasis on group actions. Students are responsible for providing examples, counterexamples, and proofs of theorems and regularly present their work in class. The course concludes with the students researching a topic in group theory of their own choosing. The topics covered in the course will include symmetric groups, dihedral groups, (subgroups of) general linear groups, projective linear groups, Lagrange's theorem, Orbit-Stabilizer theorem, Cauchy's theorem, and Sylow's theorems. (Quantitative and Symbolic Reasoning.) Prerequisite, 325. Maximum enrollment, 12.

[502 F] Senior Seminar in Mathematical Modeling.
The description of biological, physical, and social phenomena using the language of mathematics. Focuses on the construction, analysis, and critique of mathematical models using a broad range of techniques. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 235 or consent of instructor. Maximum enrollment, 12.

503 F Senior Seminar in Statistics.
A continuation of studies in mathematical statistics and the analysis of data. Topics include maximum likelihood

estimation, regression, analysis of variance and design of experiments. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 351 and (252 or 253 or 254 or 352 or Econ 266) or permission of instructor. Maximum enrollment, 12. Kuruwita.

504 F Senior Seminar in Topology.
Students jointly produce a textbook based on an outline provided. Topics include topological spaces, continuity of maps and homeomorphism. Spaces are described as connected and Hausdorff. The fundamental group is computed and used to classify various spaces. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 314W or Math 325W. Maximum enrollment, 12. Ceniceros.

[505 F] Senior Seminar in Graph Symmetries.
Focuses on symmetries of simple and directed graphs. Graphs studied include the integer lattice, Kneser graphs, hypercubes, Cayley graphs. Given an outline containing definitions, theorems, and conjectures, students find examples, proofs and counterexamples, and create a course text with their results. No prior knowledge of graph theory is needed. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 325W. Maximum enrollment, 12.

[506 F] Senior Seminar in Philosophical Foundations of Mathematics.
The first half of this seminar focuses on the set theoretical foundations of mathematics, including ordered sets, ordinal and cardinal numbers, and the classic set paradoxes. Students will be given definitions for which they must find examples and theorems for which they must find proofs. Readings includes classic papers in the philosophy of mathematics by such authors as Bertrand Russell, Kurt Gödel, David Hilbert, A. J. Ayer and Henri Poincaré. Final paper required. Prerequisite, Math 314W. Maximum enrollment, 12.

508 F Senior Seminar in Dynamics.
Various topics from discrete dynamics are explored by working through a series of exploratory modules. Students work in teams and present their findings to the class. Topics include fixed points and their classifications, cycles and their classifications, fractal sets, sensitive dependence and chaos, symbolic dynamics and Sharkovskii's periodic point theorem. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 314W. Maximum enrollment, 12. LeMasurier.

509 F Senior Seminar in Applied Statistics.
An exploration into the analysis of data, using techniques from Math 152/252/253. The seminar will undertake to formulate questions of interest and then use appropriate statistical techniques to answer them, incorporating new techniques as necessary. An emphasis on survey data is anticipated. Much of the work will be done in teams, and much of class time will be student presentations of student work. The seminar will be particularly relevant to students who anticipate needing to both understand and produce data-based analyses in applied areas. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 224W and (152, 252, 253 or 254) or permission of instructor. Maximum enrollment, 12. L Knop.

510 F Senior Seminar in Applied Network Analysis.
Our world is built of networks: the internet, social networks, transportation networks, communication networks, biological networks. Natural and useful question include "What makes a network robust?" "Can we predict where failures might occur?" "What can we do to slow propagation of viruses along a network?" This courses will cover abstract mathematical properties of networks that can help us answer these questions. These will be examined in the context of both theoretical and real world networks. Further, student groups will analyze and report on a real world network of their choice. (Quantitative and Symbolic Reasoning.) Prerequisite, 314 or 325. Maximum enrollment, 12. Boutin.

Medieval and Renaissance Studies

Program Committee
John Eldevik (History)

Katherine Terrell, *chair* (Literature)
Xavier Tubau (Hispanic Studies)

The Medieval and Renaissance Studies Program offers an interdisciplinary minor consisting of five courses taken within at least three disciplines (Classics, French, Hispanic Studies, History, Literature and Creative Writing, Music). One of the five courses must be a history course and two of the courses must be taken in the same department.

We offer one dedicated Medieval and Renaissance Studies course: 223, Gender and Violence in the Middle Ages.

For complete information about the courses listed below, including prerequisites, enrollment limits and when a course is offered, consult the full descriptions under the appropriate departments.

CLASSICS
286 The Byzantine Empire

LITERATURE AND CREATIVE WRITING
156 Shakespeare and Film
221 Introduction to Old English
222 Chaucer: Gender and Genre
225 Shakespeare
226 Milton
237 Medieval Women: Writing and Written
293 The Making of English
323 Other Worlds in Middle English Literature
327 English Renaissance Literature 1550-1660
328 English Renaissance Drama
329 When God Shakes a Kingdom
368 The Medium is the Message
425 Shakespeare in Context
439 Race and Nation in the Middle Ages

FRENCH
404 Legends of the Round Table
414 East Meets West: Cultural Encounters in Medieval French Literature
438 The Mediterranean world in French literature and culture, from the Crusades to pre-colonization

HISPANIC STUDIES
330/430 Early Modern Spanish Drama

HISTORY

126 Conquest of the Americas
146 Christianity to 1500
150 Myth and History in the Middle Ages
160 Medieval Europe and the Mediterranean
202 Late Antiquity and the Early Middle Ages
207 Europe and the Mediterranean 1100-1500
286 The Byzantine Empire
295 The Crusades
320 Power and Lordship in Medieval Europe
326 Rebels, Radicals and Reformers
339 Columbus's Library
351 Race, Science, and the Origins of the Modern World

MEDIEVAL AND RENAISSANCE STUDIES
223 Gender and Violence in the Middle Ages

MUSIC
220: From Chant to Bach

[223 S] Gender and Violence in the Middle Ages.
This course serves as an introduction to the field of Medieval and Renaissance Studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history, and art, we will examine the intersection of ideas about the body, gender, and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc. Prerequisite, One 100-level course in literature or history, or AP 4 or 5 in English or history. (Same as Literature 223 and History 223.) Maximum enrollment, 24.

Middle East and Islamic World Studies

Program Committee
Abishek Amar (director, Religious Studies)

Mariam Durrani (Anthropology)
Anat Guez (Hebrew)
Kira Jumet (Government)
Shoshana Keller, (History)
Mireille Koukjian (Arabic)

Claire Mouflard (French and Francophone Studies)

An interdisciplinary minor in Middle East and Islamic Worlds Studies consists of five courses from the list below. Students must take at least one course from each of three divisions: language and literature; social sciences; and religion and culture. One course must be taken at the introductory (100) level, and one at the advanced (300 or 400) level.

Language and Literature
ARABC 115 First-term Arabic
ARABC 116 Second-term Arabic
ARABC 215 Third-term Arabic
ARABC 216 Fourth-term Arabic
ARABC 231 Societies of the Middle East
ARABC 315 Advanced Arabic
ARABC 316 Advanced Arabic

FRNCH 240 North African Diaspora in French Literature

HEBRW 107 First-term Hebrew
HEBRW 108 Second-term Hebrew

Social Sciences
ANTHR 215 Anthropology of Muslim Youth

GOVT 207 Politics in the Middle East and North Africa
GOVT 303 Syrian Politics
GOV 315 Foreign Policies of Middle Eastern States
GOV 317 Arab Spring and its Aftermath

HIST 124 Silk Road
HIST 132 Jewish Civilization
HIST 275 History of the Modern Middle East
HIST 295 The Crusades
HIST 345 USSR as a Multi-National State

Religion and culture

ARTH 245 Hindu, Buddhist, and Islamic Arts of India
ARTH 266 Art of the Islamic World
ASNST/RELST 209 Islamic History and Culture
HIST/RELST 256 Islam and Modernity in South Asia
PHIL 207 Islamic Philosophy
RELST 143 The Sacred in South Asia
RELST 202 Ancient Jewish Wisdom
RELST 242 Rise and Fall of David
RELST/HIST 244 Hindus and Muslims in South Asia

Science
GEOSC 103 Principles of Geoscience: Geology of Human Events in North Africa and the Middle East

Music

Faculty
Heather Buchman (on leave 2019-20)
Ryan Carter
Lydia Hamessley
Robert Hopkins, *chair*
G. Roberts Kolb
Danan Tsan
Ubaldo Valli
Michael Woods

Special Appointments
Piano
Colleen Roberts Pellman
Sar-Shalom Strong
Tina Toglia
Stephen Best, organ and keyboard skills
Rick Montalbano, jazz piano

Voice
Lauralyn Kolb
Nancy James
Kay Smith Paulsen
Sharon West
Jon Fredric West

Strings
Peter Rovit, violin
Eric Gustafson, viola
Susan Beevers, cello
Darryl Pugh, bass
Ursula Kwasnicka, harp
Paul Charbonneau, guitar
Rick Balestra, jazz guitar
Adam Dudding, folk guitar

Woodwinds
Cornelia Brewster, flute
Jillian Honn, oboe
Allan Kolsky, clarinet
Jessica King, bassoon
Monk Rowe, saxophone

Brass
John Raschella, trumpet
Jeff Stockham, jazz trumpet

Jon Garland, horn

Percussion
Erik Lutters
Jim Johns (jazz percussion)

A concentration in music comprises 10 courses: 201 or 220, 202 or 221, 210 or 211, 254 or 259 or 260, 310, the Senior Project (452), and
(1) 100 and three full-credit electives at the 200-level or above (including at least one at the 300-level), or
(2) four full-credit electives at the 200-level or above (including at least one at the 300-level)
Concentrators must also pass proficiency exams in aural and keyboard skills, and demonstrate basic skills in music technology. They are also expected to participate in department ensembles in each semester. Students who need to prepare for the proficiency exams should consider taking Music 180 and 181.

Music concentrators will meet the Social, Structural, and Institutional Hierarchies requirement by completing either Music 254 (Studies in World Music), 259 (History of Jazz to 1950), or 260 (History of Jazz Since 1950). Additionally, the department addresses and reinforces issues of gender, race, ethnicity, class, and sexual orientation in many courses throughout its curriculum in the classroom, the studio, and its performing ensembles.

A more complete description of the Senior Project, the music technology requirement, and information about proficiency exams in aural skills and keyboard skills are available from the department. Students contemplating graduate work in music should consult with a member of the department at an early date. Department honors can be earned by students who have at least a 3.5 average in their coursework that counts toward the concentration as well as through distinguished achievement in Music 550-551 (Honors Senior Project I-II).

A minor in music comprises five courses: one theory course (110, 210, or 211) and four others from among these possibilities:
1) Music 100
2) one course credit in group performance, applied music, or solo performance
3) full-credit courses at the 200-level or above

100 F,S The Art of Active Listening.
A study of how to listen to music and get the most out of it. Consideration of approaches to listening to Western art music, film music, jazz, popular music, and selected gamelan and African musics. Focus on strategies of active listening and learning a vocabulary for discussing musical perceptions in various kinds of music. Does not include study of musical notation. Open to seniors. Hopkins.

Courses in Literature and History of Music
108 F From Words to Song.
An exploration of the relationship between words and music — of the many and different ways in which the meanings and emotions of the words have (and have not) been expressed through music in the last six hundred years. Not offered again after Fall 2019. (Writing-intensive.) (Proseminar.) No previous knowledge of music required. Open to first-year students only. Maximum enrollment, 16. G Kolb.

117 S Roots Music to Country Music: The Making of an American Sound.
Study of country music from its roots in cowboy songs, fiddle tunes, blues, bluegrass, and gospel hymns to current artists like The Dixie Chicks, Taylor Swift, and Brad Paisley. Artists include the Carter Family, Hank Williams, Patsy Cline, Dolly Parton, Willie Nelson, Emmylou Harris, Lynyrd Skynyrd, & Garth Brooks. Study of the musical elements,

social class, gender roles, and cultural contexts of styles such as Western Swing, Honky-Tonk, Rockabilly, the Nashville Sound, Southern Rock, and Alt-country. Includes films such as *Coal Miner's Daughter*, *Nashville*, and *O Brother, Where Art Thou?* No previous knowledge of music required. (Same as American Studies 117.) Hamessley.

160/260 F History of Jazz to the 1950s.
A study of jazz from its origins (its African heritage, blues and ragtime) to 1950. A survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop and cool jazz. (Social, Structural, and Institutional Hierarchies.) Open to seniors with consent of instructor. (Same as Africana Studies 160.) Woods.

[201] Music in Europe Until 1800.
A study and analysis of major stylistic developments in Western music to from 800 to 1800, including the rise of notation and polyphony, the relationship between music and text, and the rise of opera and the symphony. Composers studied include Palestrina, Bach, Haydn, Mozart, and early Beethoven. Consideration of the influence of political, economic, technological, and cultural environments upon musical styles. This course has been replaced by Music 220 From Chant to Bach, and will not be offered again. Prerequisite, Music 100.

[202 S] Music in Europe and America Since 1800.
A study and analysis of major stylistic developments in Western music since 1800, including the rise of program music and nationalism, the dissolution of tonality, and the proliferation of styles in the last two centuries. Composers studied include Schubert, Wagner, Brahms, Debussy, Stravinsky, Bartók, Varèse, and Adams. Consideration of the influence of political, economic, technological, and cultural environments upon musical styles. This course has been replaced by Music 221 From Bach to Bartók, and will not be offered again. Prerequisite, Music 100, 110, 210, or 211.

220 F From Chant to Bach.
Solo vocal and choral music of the Medieval, Renaissance, and Baroque eras from Gregorian chant to Bach. Topics include text expression through music, historical approaches to vocal compositional styles and performance practices (a cappella and accompanied), and responses to early music by later composers (Lauridsen, Whitacre, Respighi, Vaughan Williams, Britten, Orff, Pärt). Some consideration of the use of early music in film and television (*Lord of the Rings, Dangerous Liaisons, Shakespeare in Love, The Adventures of Robin Hood*, and *Game of Thrones*). Prerequisite, Music 100, 110, 210, 211, 221, 141/142, or consent of instructor. Hamessley.

221 S From Bach to Bartók.
Instrumental music from the eighteenth, nineteenth, and first half of the twentieth centuries with an emphasis on orchestral works by composers such as Bach, Mozart, Beethoven, Schubert, Brahms, Mahler, Debussy, Stravinsky, and Bartók. Attention also given to piano and chamber works, including music by women composers. Consideration of the history and development of musical instruments and the use of instrumental classical music in popular culture (as in the films *Amadeus, Apocalypse Now, The Shining, 2001: A Space Odyssey, Platoon). Prerequisite, Music 100, 110, 210, 211, 220, 141/142, or consent of instructor. Hopkins.*

245/345 S Music in American Film.
Examination of music in American film from silent films to the present with emphasis on the golden age of Hollywood. Topics include the development of musical conventions in film, different approaches of film composers (Steiner, Tiomkin, Rózsa, Herrmann, Newman, Bernstein, Williams), the meanings that music brings to film narratives. Includes films such as Casablanca, The Adventures of Robin Hood, To Kill a Mockingbird, Of Mice and Men, A Streetcar Named Desire, Amadeus, The Shawshank Redemption, O Brother, Where Art Thou? Special attention to films of Hitchcock (Psycho, Vertigo, Rear Window). Prerequisite, two courses, in any combination, in music, film, or literature. Three hours per week for film viewings in addition to class time. Music 345 has an additional independent project. Registration at the 300-level only with instructor's permission. (Same as American Studies 245/345.) Hamessley.

254 F Studies in World Music.

Examination of selected non-Western music cultures with primary emphasis on West African drumming and Javanese gamelan traditions. Focus on musical procedures as well as cultural uses of the music and corollary arts. Includes hands-on performance in the traditions studied. (Social, Structural, and Institutional Hierarchies.) (Proseminar.) Prerequisite, One course in music or consent of instructor. Offered every other year. Maximum enrollment, 16. Hamessley.

258/358 S Opera.
Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as Orfeo, The Marriage of Figaro, Otello, The Turn of the Screw and Candide. Prerequisite, two courses in music or two in literature, or one in each field, or consent of instructors. Music 358 has an additional independent project. Registration at the 300-level only with instructor's permission. (Same as Literature 258/358.) Maximum enrollment, 24. Hamessley and P Rabinowitz.

[259 S] History of Jazz Since the 1950s.
A study of the life, times and music of selected jazz musicians from 1950 to the present. Emphasis on the range of jazz styles from that era including funky, fusion and free jazz. (Social, Structural, and Institutional Hierarchies.) Offered in alternate years. (Same as Africana Studies 259.)

262/362 S African-American Popular Music.
A study of the music of selected popular African-American artists, including rhythm-and-blues artists, black gospel soloists and performers of soul music and rap music. Focus on the social issues, musical modes of expression and cultural importance of the artists. Prerequisite, one full-credit course in music. Music 362 has an additional independent project. Registration at the 300-level only with instructor's permission. Offered in alternate years. (Same as Africana Studies 262/362.) Woods.

[420 S] Seminar in American Studies: American Folk Revivals.
Study of the folk revivals that marked 20th-century U.S. cultural life. Topics include African and Native-American origins, 19th-century minstrels, Stephen Foster, the Appalachian ballad collections of Cecil Sharp, the legacy of the Lomax and Seeger families, bluegrass and hillbilly music, Woody Guthrie and union songs, the freedom songs of the Civil Rights Movement, the Washington Square scene in Greenwich Village, Bob Dylan and Joan Baez. Grounded in the study of music and its circulation, examines the impact of these revivals on dance, film, literature and politics. Prerequisite, two courses in literature, history or music (in any combination), or consent of instructor. (Same as American Studies 420.) Maximum enrollment, 12.

Courses in Performance
125 F,S Applied Music.
The study of music through lessons in voice, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, classical guitar, jazz/contemporary guitar, folk guitar, violin, viola, cello, and contrabass. Half-hour tutorial for one-quarter credit. Based on evaluation of Satisfactory/Unsatisfactory. A fee is charged. Prerequisite, consent of instructor. Students may repeat courses for credit in Applied Music. Student are encouraged to advance to Solo Performance for further study when they are ready, with consent of the instructor. The Department.

126 F,S Applied Music.
The study of music through lessons in voice, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, classical guitar, jazz/contemporary guitar, folk guitar, violin, viola, cello, and contrabass. Hour tutorial for one-half credit. Based on evaluation of Satisfactory/Unsatisfactory. A fee is

charged. Prerequisite, consent of instructor. Students may repeat courses for credit in Applied Music. Student are encouraged to advance to Solo Performance for further study when they are ready, with consent of the instructor. The Department.

141/142 F,S Group Performance.
The study of music through performance in one or more of the following: Orchestra, Brass Lab, Woodwind Lab, College Choir, Masterworks Chorale, Jazz Ensemble, Jazz Improvisation, Percussion Ensemble, and Piano Ensemble. Prerequisite, consent of instructor. (Masterworks Chorale is graded S/U and is open to seniors by audition only. Jazz Improvisation is graded S/U.). One-quarter course credit each semester. May be repeated. Students may count up to four credits from among 141, 142, 241 and 242 toward graduation. Maximum enrollment, Other. The Department.

225 F,S Solo Performance.
The study of music through lessons in voice, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, classical guitar, jazz/contemporary guitar, folk guitar, violin, viola, cello, and contrabass. Half-hour tutorial for one-quarter credit. Students must participate in at least one public performance per semester as specified in the Music Department Handbook. A fee is charged. Prerequisite, consent of instructor. Successful completion of Music 110, 210, 211, or the music theory placement exam must occur within three semesters of Solo Performance study. May be repeated for credit. A fee is charged. The Department.

226 F,S Solo Performance.
The study of music through lessons in voice, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, classical guitar, jazz/contemporary guitar, folk guitar, violin, viola, cello, and contrabass. Hour tutorial for one-half credit. Students must participate in at least one public performance per semester as specified in the Music Department Handbook. A fee is charged. Prerequisite, consent of instructor. Successful completion of Music 110, 210, 211, or the music theory placement exam must occur within three semesters of Solo Performance study. May be repeated for credit. A fee is charged. The Department.

241/242 F,S Advanced Group Performance.
The study of music through chamber performance in one or more of the following: Instrumental Chamber Ensembles (Buchman), College Hill Singers (Saplan), Jazz Combo (Woods). Co-requisite, concurrent registration in the corresponding Group Performance ensemble required; i.e., Orchestra, College Choir or Jazz Ensemble respectively, and consent of instructor. One-quarter course credit each semester. May be repeated. Students may count up to four credits from among 141, 142, 241 and 242 toward graduation. The Department.

[316 S] Conducting.
The elements of conducting, including baton technique, aural perception, rehearsal techniques and score study (both instrumental and choral). Prerequisite, any 200-level full-credit music course. Concurrent participation in a conducted college ensemble required (Choir, Masterworks Chorale, Orchestra).

326 F,S Advanced Solo Performance.
The study of music through lessons in voice, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, classical guitar, jazz/contemporary guitar, folk guitar, violin, viola, cello, and contrabass. Hour tutorial for one-half credit required for and open only to students who are preparing half or full recitals approved by the Music Department. Prerequisite, successful completion of at least two semesters of Solo Performance, 110 or 210, and consent of instructor. Students may only enroll in Advanced Solo Performance upon completion of or co-registration in 110, 210, or 211. May be repeated for credit. A fee is charged. The Department.

Courses in Theory and Composition

110 F Music Theory for Non-Majors.
An introductory survey of the most important aspects of music theory necessary for an intelligent performance, from reading notes and chord progressions to interpreting music. No previous knowledge of music required. (Quantitative and Symbolic Reasoning.) R Carter.

180 F Basic Aural Skills.
Introduction to aural understanding through sight-singing, dictation and the rudiments of music notation. Diatonic major scales and keys, diatonic intervals, diatonic melodies, tonic and dominant arpeggiation, an introduction to minor scales and keys, cadences, rhythms in simple and compound meters. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, ability to read music in one clef. Tsan.

181 F,S Basic Keyboard Skills.
Introduction to keyboard skills including note identification, intervals, major and minor scales, triad identification, 7th chords, simple chord progressions and basic sight-reading. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, concurrent or previous registration in 210, 211, or consent of instructor. Not open to seniors. Best.

210 F Theories of Music: Fundamentals and Chromatic Harmony.
Intensive training in the elements of music, with an emphasis on the study of melody, intervals, chords, rhythm and meter, and basic musical forms. Special attention devoted to harmonic progressions and chromatic harmony. Regular written assignments, including computer assignments aimed to develop musicianship skills. (Quantitative and Symbolic Reasoning.) Prerequisite, the ability to read music in both treble and bass clefs, and basic knowledge of (1) key and meter signatures, (2) major and minor scales, and (3) simple rhythms. Not open to students who have taken Music 110. Students who have taken Music 110 and wish to continue with music theory should take Music 211. Hopkins.

211 F Theories of Music: Chromatic Harmony.
(Same as second half of MUS 210.) Regular written assignments, including computer assignments aimed to develop musicianship skills. One-half course credit. (Quantitative and Symbolic Reasoning.) Not open to students who have taken Music 210. Students who have taken Music 110 and wish to continue with music theory should take Music 211. Hopkins.

213 S Jazz Arranging.
The theoretical designs used in combo, big band and third-stream writing. Coverage of jazz scales, chords, voicings, ranges and tonal properties. Students are expected to compose and copy the parts to three compositions, one of which will be read and recorded. Prerequisite, 210 or 211. Woods.

270 F,S Introduction to Music, Sound, and Technology.
Introduction to the essential tools of 21st-century musicians, with an emphasis on creative practice and critical reflection. Students will learn to record, edit, process, and synthesize sound digitally; produce music using MIDI keyboards, notation software, and digital audio workstations; distribute their work; and critically engage with topics linked to the emergence of technologies for recording, manipulating, creating, and sharing sound digitally. Listening and reading will include a wide range of works by Halim El-Dabh, Elainie Lillios, Pauline Oliveros, Karlheinz Stockhausen, and others. Prerequisite, Music 110, 210, 211, or consent of instructor. Not open to students who have previously taken Music 277. Maximum enrollment, Other. R Carter.

280 S Intermediate Aural Skills.
A continuation of 180. Development of aural understanding through sight-singing and dictation. Tonic and dominant arpeggiation in inversion, diatonic melodies with simple modulation, further work in minor keys, introduction to alto and tenor clefs, chromatic intervals, harmonic progressions, rhythms in mixed meters, modal scales. May be repeated for credit with the consent of instructor. One-half course credit. Prerequisite, 180 and consent of instructor. Hamessley.

281 F,S Intermediate Keyboard Skills.
A continuation of 181. Four-part chord progression reading, alto and tenor clef, melodic transposition, introduction to figured harmony, chord progressions, intermediate sight-reading. One-half course credit. May be repeated for credit. Prerequisite, 181 and consent of instructor. Best.

[310 S] Theories of Music: Counterpoint and Musical Forms.
A study of counterpoint and of analytical techniques applied to common musical forms from many traditions, emphasizing Western classical music but also including popular, jazz, and other world music. Prerequisite, 210 or 211.

[368 S] Seminar in Musical Composition.
Contemporary techniques of musical composition, including notational practices and score preparation. Emphasis on developing the ability to structure musical ideas in a series of short pieces in a variety of media, culminating in the presentation of selected works in a studio recital. Prerequisite, Music 110, 210, 211, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 12.

370 S Advanced Audio Production.
This course will explore the techniques of audio production in the recording studio and the increasingly portable platforms for computer music that continue to be developed. Topics will include digital audio synthesis, digital signal processing, MIDI and other systems for controlling audio, mixing, and mastering. Students will work in digital audio workstations and music programming environments. Projects will include producing a professional-quality album of music. Prerequisite, Music 270, 277, or consent of instructor. Maximum enrollment, 16. R Carter.

[377 S] Digital Arts Workshop.
Emphasis on collaborative work among computer musicians and videographers in the creation of visual/sound works. Projects will include fixed media works, installations, and/or performance art pieces. Prerequisite, Art 211, Art 213, or Music 270. (Same as Art 377 .) Maximum enrollment, 16.

380 F,S Advanced Aural Skills.
A continuation of 280. Development of aural understanding through sight-singing and dictation. More extensive modulation of melodies and harmonic progressions, aural analysis of small binary forms, further work in alto and tenor clefs. One-half course credit. May be repeated for credit. Prerequisite, 280 and consent of instructor. Instructor's signature required. Hamessley.

381 F,S Advanced Keyboard Skills.
A continuation of 281. May include continued work in alto and tenor clef, reading open scores, more advanced figured harmony and advanced sight-reading. One-half course credit. May be repeated for credit. Prerequisite, 281 and consent of instructor. Best.

Third-year Seminars and the Senior Project
452 F,S Senior Project.
Supervised work on a specific topic chosen from among those offered by members of the department. Prerequisite, Consent of department. Open to seniors only. The Department.

550 F Honors Senior Project I.
Supervised work on a specific project based on proposal submitted to the department by the end of the student's junior year. Prerequisite, Consent of department. One-half credit. Open to seniors only. The Department.

551 S Honors Senior Project II.
Completion of senior honors project. Prerequisite, Music 550 and consent of department. One-half credit. The Department.

Neuroscience

Program Committee
Vikranth Rao Bejjanki (Psychology)
Rhea Datta (Biology)
Cynthia Downs (Biology)
Herman Lehman (Biology)
Alexandra List, *director* (Psychology)
Siobhan Robinson (Psychology)
Ravi Thiruchselvam (Psychology)

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. The concentration consists of 12 courses, which must include:

- Chemistry 120 or 125
- Chemistry 190
- Biology 101 or 115 (Class of 2020 and later, Biology 100)
- Biology 102 or another Biology course at the 200 level or above;
- Psychology 101
- Psychology 201
- Psychology 204 or 205
- Neuroscience/Psychology 330 or Biology 331
- Neuroscience/Psychology 320, 327 or 328
- Neuroscience/Biology 357
- Neuroscience 500 and/or 501
- One of the following:
  - a Biology course at the 200 level or above
  - a Psychology course at the 200 level or above (except 254)
  - Chemistry 270
  - Computer Science 375
  - Philosophy 310
  - Philosophy 440

To fulfill the Social, Structural, and Institutional Hierarchies requirement in Neuroscience, concentrators must take two courses, which may concurrently fulfill other concentration requirements:

- Psychology 101: Introduction to Psychology, or an introductory Biology course (for classes up to and including 2021, Biology 101 or 100; for classes of 2022 and later: Biology 100)*; and
- one additional non-introductory Biology SSIH-designated course or any non-introductory Psychology SSIH-designated course.

* Students who place out of both Biology and Psychology introductory courses through AP must take an additional SSIH-designated Biology course or any SSIH-designated Psychology course to fulfill the requirement.

Program honors recognize the distinguished achievement of students who excel in their coursework in the concentration, including the Senior Project. Students considering graduate work in neuroscience should consult with members of the Neuroscience Program Committee to determine additional courses that might be helpful.

198 F,S Collaborative Research in Psychology I.
Collaborative research under the supervision of a faculty member. Focus on data collection and/or analysis. Three to four hours per week of lab work. Prerequisite, Permission of the instructor. Student performance will be evaluated as Satisfactory/Unsatisfactory. One-quarter credit per semester. May be repeated for credit, but does not count toward concentration requirements. (Same as Psychology 198.) The Department.

201 F,S Statistics and Research Methods in Psychology.
The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Some instruction in research design and methodological issues. Students will learn to use the statistical computer program SPSS to analyze data. Topics include the principles of hypothesis testing, t tests, analysis of variance, regression, and some non-parametric statistics. (Quantitative and Symbolic Reasoning.) Prerequisite, 101. (Same as Psychology 201.) McKee (Fall); Borton, MacArthur (Spring).

204 F,S Fundamentals of Human Neuroscience.
Introduction to the field of neuroscience from a behavioral and cognitive perspective. Survey of experimental and clinical research involving humans and non-human animals, addressing presumed neural mechanisms for cognitive, motivational and emotional states. Analysis of amnesia, aphasia, agnosias, apraxias and disconnection syndromes. Prerequisite, 101. (Same as Psychology 204.) List.

205 S Fundamentals of Neurobiology.
Introduction to the field of neuroscience from a biological perspective. In-depth examination of fundamental concepts in neurobiology designed to introduce students to the electrophysiological, chemical and anatomical features of neurons, brain regions and brain circuits. Investigation of the neurobiological basis of behavior through exploration of topics such as neuronal communication, neuroanatomy, sensory and motor systems, learning, motivation, and behavior disorders. Prerequisite, Psych 101 or Biology 100. (Same as Psychology 205.) Robinson.

[310] Philosophy of Science.
Focus on the philosophical analysis of scientific knowledge, scientific method and the practice of science. Readings include classic texts in the philosophy of science as well as contemporary discussions of science as a social product and critiques of the notion of scientific objectivity. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, 203 and either 120 or 235, or consent of the instructor. Next offered 2021-22. (Same as Philosophy 310.) Maximum enrollment, 18.

[320 S] Psychology and Neuroscience of Learning.
An exploration of theoretical and methodological questions involved in the study of learning and neural plasticity. Questions covered will include: What is learning? What are the mechanisms that support neural plasticity, and how do they contribute to learning-induced changes in behavior? How does learning change across the lifespan? Laboratory exercises will include the development of original experiments to elicit and measure learning at the behavioral and neural levels, as well as the analysis of neural data. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Psych/Neuro 201 and Psych/Neuro 204 or 205. Does not count toward the lab requirement in Psychology. (Same as Psychology 320.) Maximum enrollment, 20.

327 F Affective Neuroscience.
An exploration of theoretical and methodological questions in the study of affect, addressed through neuroscience. Questions covered will include: What is affect? What functions does affect serve and how does affect become dysfunctional in psychopathology? How does affect shape cognition? How do individuals regulate affect? Class time will be devoted to discussion of research articles. Laboratory exercises will include the development of original experiments to elicit and measure affect, as well as the analysis of neural data. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Psych/Neuro 201. (Same as Psychology 327.) Maximum enrollment, 20. Thiruchselvam.

328 S Cognitive Neuroscience.
Study of brain processes involved in cognition, with a focus on current research designs and techniques. Class discussions will focus on primary research articles covering perception, attention, memory and language systems. Laboratory exercises will include the analysis of structural brain scans and electroencephalographic data, and the design, programming and presentation of original experiments. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Psych/Neuro 201 and Psych/Neuro 204 or 205. Does not count toward the lab requirement in Psychology. (Same as Psychology 328.) Maximum enrollment, 20. List.

330 F Systems Neuroscience.
The primary focus of this course is on the physiological and chemical basis of behavior from a systems perspective. Topics include analysis of sensory and motor systems; motivated behaviors; stress, anxiety and mental illness; and learning and memory. Laboratory exercises introduce students to the anatomy and physiology of the mammalian central nervous system and to some of the principal techniques used in systems and behavioral neuroscience. Three hours of class and three hours of laboratory. Prerequisite, Psych/Neuro 204 or 205. Does not count toward the lab requirement in Psychology. (Same as Psychology 330 and Biology 330.) Maximum enrollment, 20. Robinson.

333 S Contemplative Neuroscience: The Brain and the Buddha.
The Buddha proposed that we can end suffering by training the mind. This course will explore the contribution of Buddhism to psychology and neuroscience. We will ask: Can we train attention to promote resilience, compassion, and well-being? What is the core nature of self and thought? What is the relationship between the brain and consciousness? Although the course will draw upon Buddhist philosophy, we will investigate these questions from the perspective of modern neuroscience, examining empirical studies using methods such as EEG, fMRI, and single-cell electrophysiology. Prerequisite, Psych/Neuro 201. (Same as Psychology 333.) Thiruchselvam.

[338 F] Sensation and Perception.
An exploration of sensory systems and perceptual experiences. This course will address how we obtain information from our physical environment and use it to create the vibrant experience of our own bodies and the world around us. An emphasis on vision, but also covering audition, somatosensation, olfaction and gustation. Topics will include methodological approaches, sensory pathways and neurobiological mechanisms, disorders, illusions and multi-sensory interactions. Prerequisite, Psych/Neuro 201. (Same as Psychology 338.)

[352 F] Psychopharmacology.
A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction, effects of drugs on society, and the implications of drug effects for neurochemical theories of behavior. Prerequisite, Psych/Neuro 201. (Same as Psychology 352.)

355 S Neurobiology of Addiction.
This course is centered on understanding the neurobiology of the "addicted brain." Strong emphasis on the neurobiological effects of drugs of abuse, including short and longer-term changes in the brain and body that occur in response to drug use and abuse. A sampling of drugs to be discussed include cocaine, heroin, marijuana, hallucinogens and alcohol. Effectiveness of various treatment strategies will also be considered. Some discussion of the social, political and philosophical aspects of addiction to drug and non-drug substances (e.g., food compulsions and pathological gambling). Prerequisite, Psych/Neuro 201. (Same as Psychology 355.) Robinson.

357 S Cellular Neurobiology.
A study of the fundamental functions of eukaryotic cells. The interrelationships of cellular structure and function, the cell cycle, protein trafficking and cellular communication will be examined through the study of neurons, the basic unit of the nervous system. Additional topics will include specialized activities of neurons. Three hours class and three hours of laboratory. Prerequisite, 100, or 101, or 102, or 115, or consent of instructor. (Same as Biology 357.) Lehman.

375 S Artificial Intelligence.
Exploration of AI theory and philosophy, as well as a variety of algorithms and data structures, such as heuristic strategies, logic unification, probabilistic reasoning, semantic networks and knowledge representation. Topics include application areas such as natural language understanding, computer vision, game playing, theorem proving and autonomous agents. Programming intensive. Prerequisite, 220. (Same as Computer Science 375.) Maximum enrollment, 24. Helmuth.

[440 F] Mind and Body.
An examination of literature in philosophy of mind. Focus on questions and issues such as: What is the mind? How is it related to the body? What is its role in personal identity? How do theories of mind relate to our understanding of affective and cognitive phenomena such as the emotions, will and reason? Prerequisite, three courses in philosophy or consent of instructor. Next offered fall 2022. (Same as Philosophy 440.) Maximum enrollment, 12.

500F/501S Senior Project.
Supervised research on a specific problem in neuroscience based on proposals submitted to the faculty in the spring of the junior year. Open to senior concentrators. The Department. .

Oral Communication

Though not a concentration, courses in oral communication enable students to develop thinking and communication skills necessary for success in other Hamilton courses requiring intensive interaction, such as in Proseminars and the Senior Program. Through variable credit instruction in classrooms, labs and in the field, students experience a wide variety of innovative learning opportunities. Oral communication coursework provides regular academic credit toward graduation requirements. Unless otherwise noted by a concentration, oral communication credits may not be applied toward requirements for a student's concentration.

100 F,S Oral Presentations: Principles and Practices.
Abbreviated study of fundamental principles with emphasis on organization, development, and oral delivery. Designed for students who wish to increase confidence and overall effectiveness in making oral presentations. Videotaping. Open by academic referral or consent of instructor. Repeatable for credit with permission of director. One-quarter course credit. Maximum enrollment, 18. Helmer and Mason.

210 F,S The Rhetorical Act.
Study and application of rhetorical principles and concepts that guide the creation and delivery of effective public speeches. Students create, deliver, and critique speeches, demonstrating their understanding of structural, substantive, and aesthetic components of oral discourse and how these elements are adapted to different purposes and audiences. Maximum enrollment, 18. J Helmer.

Philosophy

Faculty
Manuel Barrantes
Justin Clark
Megan Dean
Katheryn Doran, *chair* (on leave spring 2020)
A. Todd Franklin (away spring 2020, New York City Program)
Marianne Janack
Russell Marcus
Alexandra Plakias

Special Appointment
Rick Werner

The concentration in philosophy consists of nine courses:
1. 201, 203, and 550; and
2. One logic course: either 100W, 200 or 240; and
3. Three additional courses at the 400 level, none of which may be cross-listed from outside the department; and
4. Two electives in philosophy.
5. Concentrators must also satisfy the Social, Structural, and Institutional Hierarchies (SSIH) requirement in a course so designated. Concentrators may satisfy the SSIH requirement with a course they are counting toward the concentration requirements 1-4 above.

No more than one of the nine courses counted toward the concentration may be at the 100 level.

No more than one may be a course cross-listed from outside the department.

Concentrators normally complete 201, 203 and the logic requirement (either 100W, 200 or 240) by the end of their sophomore year. Students considering graduate school in philosophy should take 308, 310, or 355 by the end of their junior year.

Senior concentrators complete the Senior Seminar (550) in the fall of the senior year. Each student in 550 will complete a senior project.

Candidates for honors must have an average of at least 3.7 in all of their philosophy courses and have earned an A on their senior project.

A minor in philosophy can be of two kinds: standard (five courses consisting of one course from among 100W, 200 or 240; 201, 203 and two other courses, one of which must be at the 400 level); or thematic (five courses in philosophy that are thematically related, one of which must be at the 400 level). Students who wish to declare a thematic minor should submit a list of the thematically related courses to the Chair of the department, with an explanation of how the courses are thematically linked. The student should submit a copy of that explanation, with the Chair's signature of approval, with the Declaration of Minor form. Non-Hamilton courses will not normally count toward the minor.

First-year students, sophomores, and juniors may enroll in 200, 201, 203 or 240 with no prerequisites.

100 F Critical Thinking.
An introduction to informal methods of evaluating claims and arguments in everyday life. Emphasis on the strengthening your reasoning, recognizing nonrational persuasion, and the evaluation of explanations and arguments. Includes lecture, discussion, and small group interaction. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Open to first-year students only. Maximum enrollment, 16. Doran.

[109 S] Telling Right from Wrong.
How ought we to live our lives? How ought we to treat other people? What features of an action make it right or wrong? What are the character traits make a person good or bad? We will examine three major traditions in ethical theory: consequentialism, deontology, and virtue ethics. And we will discuss some applied questions concerning the morality of abortion, affluence and poverty, war, pornography, climate change, and the treatment of non-human animals. We will explore questions of moral motivation. We will read primary texts. (Writing-intensive.) Next offered spring 2021. Maximum enrollment, 16.

110 F Introduction to Philosophy.
We will examine issues concerning the nature of reality, personhood, knowledge, and science. Some of the questions covered will be: What is knowledge? Is scientific knowledge special? Do we have free will or is everything we do ultimately determined by genetics and environment? Can robots and computers have minds? To what extent can we be realists about a mind-independent world? Can we be sure we are not living in a computer simulation? Are there questions that cannot be settled, not even in principle, by science? (Writing-intensive.) Open to first-year students only. Maximum enrollment, 18. Barrantes.

112 F The Fundamentals of Race.
An introductory course that contextualizes and critically analyzes the concept of race as it relates to people of African descent and in terms of the dynamics of how it emerges and operates within the social world. Transdisciplinary in nature, the course draws upon multiple domains and explores multiple ways in which race is constructed, functions, and contested. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Proseminar.) Open to first-years only (Same as Africana Studies 112.) Maximum enrollment, 16. Franklin.

[115] Existentialism.
An introduction to various theories and expressions of 19th and 20th century existential thought. Readings include Kierkegaard, Nietzsche, Camus, Heidegger, Sartre, Wright, and de Beauvoir. (Writing-intensive.) (Proseminar.) Next offered 2020. Maximum enrollment, 16.

117 F,S Introduction to Political Theory.
Survey of selected political theorists from Plato to the present. Examination of questions of liberty, equality, justice and community. (Writing-intensive.) (Proseminar.) (Proseminar and writing-intensive in the Fall.) Open to juniors and seniors with consent of instructor only. (Political Theory) (Same as Government 117.) Martin (Fall); TBA (Spring).

120 F,S Philosophical Perspectives on the Self.
What is a self? Does each person have one? Does each person have only one? How is the self related to the soul? Is it unchanging or in constant flux? What is the relationship between the self and the body? Examination of personal identity, the self and the soul as these topics are addressed in traditional philosophical texts, literature and the natural and behavioral sciences. (Social, Structural, and Institutional Hierarchies.) (Proseminar.) Open to first years and sophomores in the spring; open only to first years in the fall. Maximum enrollment, 16. Janack.

[122 F] Infinity.
An introduction to philosophy by way of the infinite. We'll look at the puzzles and challenges raised for our understanding of ourselves and the world by examining different views about infinity, from Zeno's paradoxes and Aristotle's actual/potential distinction; through the medieval concept of syncategorematicity, Galileo's paradox, and

infinitesimals in calculus; to Cantor's transfinites and the foundations of mathematics. We'll read works of fiction as well as more traditional philosophy. No particular mathematical background will be assumed, but we will do some basic set theory. (Writing-intensive.) Next offered fall 2020. Maximum enrollment, 16.

124 F Philosophy of Education.
What is education? How is education manifested in individuals, schools, and society? We'll start the term by examining the nature of knowledge. Then, we'll turn to how people learn, before proceeding to think about how we can teach others. Finally, we'll look at schools, how they are and how they could be. We'll focus on philosophical questions at the roots of education and learning. Readings will be both historical and contemporary and will include a diverse range of views. (Writing-intensive.) Maximum enrollment, 16. Marcus.

200 F Critical Reasoning.
Practical, hands-on work on recognizing and constructing clear arguments from and in everyday life. Emphasis on strengthening one's reasoning skills and putting them to constructive use in debate and writing. (Social, Structural, and Institutional Hierarchies.) Not open to students who have taken 100. Doran.

201 F History of Ancient Western Philosophy.
A study of the philosophical classics from early Greek times to the Renaissance. Emphasis on Plato and Aristotle. (Same as Classics 201.) Clark.

203 S History of Modern Western Philosophy.
Faced with revolutionary changes in sciences and society, 17th and 18th century European philosophers revised their account of human knowledge and morality. Views that were developed then continue to influence our worldview today. In this course, we study some major figures from this period, including Descartes, Astell, Spinoza, Leibniz, Hume, Mendelssohn, and Kant. Prerequisite, one course in philosophy. Hadisi.

204 F Philosophy as/and/of Literature.
While Plato famously criticized the poets, his own works are often best read, not as straightforward presentations of philosophical ideas or arguments, but as ironic texts that use rhetorical devices to show, rather than tell, his claims. Examines philosophy's relationship to the literary and questions about interpretation, truth and argument, as well as the rhetorical aspects of philosophical texts. Includes traditional philosophical works, novels, poetry and drama. Janack.

206 F Ethical and Social Issues in the Digital Age.
This course is focused on the ethical and social implications of recent advances in information technology. Topics covered include: privacy expectations and national security, the limits of freedom of speech, intellectual property, hacking, technology and jobs, artificial intelligence, and moral responsibility. We start with a brief discussion on metaethics, and an overview of consequentialism, virtue ethics, and deontology. (Writing-intensive.) Maximum enrollment, 18. Barrantes.

[209] Human Nature, Gender, and Identity.
An introductory survey of philosophical approaches to feminism. Examines the historical progression of feminist philosophical thought, as well as some of the debates that animate contemporary feminist theory. Will address the general question of feminism's relationship to, and tensions with, philosophical thought. Prerequisite, one course in philosophy or women's studies or consent of instructor. Next offered 2021-22.

219 S Introduction to Moral Theory.
We will examine the central debates and positions in normative ethics and metaethics beginning with theories such as utilitarianism and deontology that tell us what our ethical obligations are and why. We then examine metaethical theories about the nature of moral claims: do they report objective facts, or express our own personal attitudes? Other topics include the nature of moral judgment and reasoning, debates about the correct analysis of moral semantics, and the scope of the moral domain. Plakias.

221 F Food and Philosophy.
This course will examine aesthetic, ethical, and political issues surrounding the production and consumption of food. Questions to be addressed include: what is food? Are aesthetic judgments about food objective, or merely matters of personal taste? When it comes to choosing what to eat, what are our ethical obligations as consumers? What role should government legislation play in regulating our choice of food? Who should bear responsibility for the social and environmental costs of our food choices? Plakias.

[222] Race, Gender and Culture.
A critical philosophical examination of the normative categories of race, gender and culture. Topics include the origin, character and function of racial, gender and social identities. Analysis will focus on questions concerning the malleability of these identities, as well as questions concerning their psychological and social significance. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Open only to 1st and 2nd year students. (Same as Women's and Gender Studies 222 and Africana Studies 222.) Maximum enrollment, 18.

228 F Philosophy and Film.
Explores film through the lens of philosophy and conversely. Most philosophers agree that films illustrate philosophical problems, raise philosophical questions, or record philosophical arguments. But there is no such agreement on the more interesting question of whether films can also advance philosophical positions. We will focus on American social and institutional hierarchies. We will watch and examine movies that take up issues of race and racism, class and classism, and sex and sexism. And more. Students will be required to watch together one movie one evening every week. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, One course in philosophy or CNMS 120. (Same as Cinema and Media Studies 228.) Maximum enrollment, 18. Doran.

233 S Latin American Philosophy.
We will study Latin American philosophical perspectives on globalization, human rights, language, race, ethnic identity, as well as knowledge, logic and science. We will also learn about the history of Latin American Philosophy and its most important figures. Finally, we will address some metaphilosophical questions about the nature of Latin American Philosophy (for example, whether there is such a thing as a philosophy that is distinctively Latin American). (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Maximum enrollment, 18. Barrantes.

[235] Environmental Ethics.
Examines the appropriate relation of humans to the environment. Specific topics include ways of conceptualizing nature; the ethical and social sources of the environmental crisis; our moral duties to non-human organisms; and the ethical dimensions of the human population explosion. The goal is to help students arrive at their own reasoned views on these subjects and to think about the consequences of everyday actions, both personal and political. Preference given to environmental studies majors and minors, starting with seniors. Has at least one field trip.

240 F Symbolic Logic.
A study of formal systems of reasoning and argument evaluation. (Quantitative and Symbolic Reasoning.) Barrantes.

[242] The Black Self: Identity and Consciousness.
A philosophical exploration of a variety of historical and contemporary works that illuminate and influence the phenomenological experience of being black. (Writing-intensive.) Prerequisite, One course in philosophy or Africana studies, or consent of instructor. Next offered 2021. (Same as Africana Studies 242.) Maximum enrollment, 18.

[281 S] Philosophy as Spiritual Quest.
Exploration of the spiritual power attributed to philosophy by religious philosophers from classical Greece to modern times through readings from Greek, Jewish, Islamic and/or Christian philosophical works. (Writing-intensive.) Prerequisite, One course in philosophy and/or religious studies. (Same as Religious Studies 281.) Maximum

enrollment, 18.

[308 F] Language Revolution.
Twentieth-century and contemporary philosophers often focus on the role of language in philosophical questions, whether to clear up mistaken or misleading uses of language or for its own sake. This survey course will look at the most important philosophers of language and how they approach questions of reference, meaning, and linguistic ontology, including Frege, Russell, Tarski, Quine, Putnam, Kripke, and Chomsky. (Social, Structural, and Institutional Hierarchies.) Prerequisite, One course in philosophy or consent of instructor.

[310] Philosophy of Science.
Focus on the philosophical analysis of scientific knowledge, scientific method and the practice of science. Readings include classic texts in the philosophy of science as well as contemporary discussions of science as a social product and critiques of the notion of scientific objectivity. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, 203 and either 120 or 235, or consent of the instructor. Next offered 2021-22. (Same as Neuroscience 310.) Maximum enrollment, 18.

[314 F] Literary Philosophers.
What does writing style have to do with philosophical content? We will look at the "old quarrel" between the philosophers and the poets, and look at the ways in which philosophy was and is written, to think about what counts as philosophy and why and how we mark it off from its others. Readings by Borges, Calvino, Kafka, Coetzee, Plato and others. (Writing-intensive.) Prerequisite, 1 course in philosophy, Literature/creative writing or consent of instructor. Next offered fall 2021. Maximum enrollment, 18.

319 F Critical Race Theory.
A close examination of the emergence, aims, and argumentative styles of Critical Race Theory. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, One course in Philosophy or one course in Africana Studies. (Same as Africana Studies 319.) Maximum enrollment, 18. Franklin.

[337 S] Seminar: Confucian Traditions.
Examination of Confucian thought and ritual practice from classical times to the present. Emphasis on reading philosophical and ritual texts in translation in order to understand the ways that Confucians understood their place in Chinese society. (Writing-intensive.) Prerequisite, relevant coursework in history, Asian studies or religious studies, or consent of instructor. (Same as History 337.) Maximum enrollment, 18.

[355 F] Contemporary Philosophy.
In this course we will examine some of the key ideas, tools, and applications of contemporary analytic philosophy. The course is divided into two parts. The first part examines the foundations of contemporary metaphysics, focusing on the issues of existence, possibility, necessity, properties, identity, time, and persistence. The second part focuses on the applications of these metaphysical tools to issues of broader concern, including personhood, consciousness, the extended mind, artificial intelligence, the nature and agency of groups, collectives and institutions, race, and gender. Prerequisite, 203 or consent of instructor. Open to sophomores, juniors and seniors. Next offered Fall 2020.

[410 F] American Philosophy.
Historical debates over the metaphysics and ethics of personhood with an examination of some early American texts by Bradstreet and Lincoln, and Emerson and Thoreau's Transcendentalism. Emphasis on classical Pragmatist metaphysics and epistemology through the work of Peirce, James and Dewey, with attention to their neo-Pragmatist legacies in contemporary American philosophy. (Social, Structural, and Institutional Hierarchies.) Prerequisite, Three courses in philosophy or consent of instructor. Next offered fall 2021. Maximum enrollment, 12.

411 S The Ethics and Politics of Food.
This course explores key themes, thinkers, and texts in the contemporary philosophy of food and eating. Students will

engage with philosophical texts as well as cutting edge work from social scientists, bioethicists, and food activists to explore ethical and political issues relating to personal food choice and food policy and interventions. Topics will include the relationship between eating and personal identity, including class, race, and gender identity, the ethics of eating animals, food justice and sovereignty, and eating and health, with a special focus on the "obesity crisis." (Social, Structural, and Institutional Hierarchies.) Prerequisite, Three courses in philosophy or permission of instructor. Students who have already taken Food and Philosophy must get the permission of the instructor. Next offered in spring or fall of 2020. Maximum enrollment, 12. Dean.

[415 F] Objectivity and Rationality.
Is objectivity possible? If it is, is it an epistemic value worth pursuing? How does objectivity relate to the metaphysics of experience and to our ideals of rationality? How does objectivity relate to truth? Readings will draw from traditional philosophers of science, historians and sociologists of science, feminist philosophers of science and other writings in science studies. Prerequisite, three courses in philosophy or consent of instructor. Next offered Fall 2021. Maximum enrollment, 12.

[416 S] Wittgenstein.
A broad study of themes through Wittgenstein's work, including the picture-theory, naming, rule-following, meaning, skepticism, and truth. While our focus will be on Wittgenstein's work, we will also spend time on his intellectual forebears and those he influenced, including Frege, Russell, Anscombe, Quine, Kripke, and Diamond. Prerequisite, Three courses in Philosophy or permission of instructor. Next offered in spring 2020. Maximum enrollment, 12.

[426] David Foster Wallace and the Difficulty of Philosophy.
David Foster Wallace's fiction and non-fiction are often read through a philosophical lens, given his deep immersion in the analytic philosophical tradition. This course examines the extent to which Wallace's work is appropriately read as philosophy, and the question of what demarcates philosophy from fiction and from literary non-fiction. Not open to students who have taken 326. (Writing-intensive.) Prerequisite, Three courses in philosophy, or three courses in Literature or Creative Writing, or consent of instructor. Next offered 2021-22. Maximum enrollment, 12.

[427] Intuitions and Philosophy.
Explores the role of intuition in our reasoning in epistemology, philosophy of mind, mathematics and moral philosophy, and perhaps other areas. We will consider arguments in favor of using intuitions in philosophy, as well as work on the fallibility of intuition, and the recent movement known as experimental philosophy. Seminar (Social, Structural, and Institutional Hierarchies.) Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12.

[440 F] Mind and Body.
An examination of literature in philosophy of mind. Focus on questions and issues such as: What is the mind? How is it related to the body? What is its role in personal identity? How do theories of mind relate to our understanding of affective and cognitive phenomena such as the emotions, will and reason? Prerequisite, three courses in philosophy or consent of instructor. Next offered fall 2022. (Same as Neuroscience 440.) Maximum enrollment, 12.

447 F Happiness.
Investigation of philosophical theories of happiness from the ancient Greeks until today including theories of hedonism, eudaimonism, desire satisfaction, life satisfaction, emotional state theory, and existentialism. Examination of recent literature from psychology concerning the nature and source of happiness, the ability to measure happiness, and the extent to which personal happiness is beyond our control. Comparison among happiness, well-being, meaning, and how they contribute to a good life. Prerequisite, Three courses in philosophy or consent of instructor. Taught as a seminar. Philosophy concentrators or by permission of the instructor. Maximum enrollment, 12. Clark.

[452] Evolution and Morality.

It makes sense to see morality as adaptive, yet from an evolutionary perspective it's puzzling that we follow and enforce moral standards even when it is costly for us to do so. This course will critically examine different sorts of evolutionary accounts of morality (e.g. group selection, cultural evolution), with methodological issues in mind. Prerequisite, Three courses in philosophy or permission of instructor. Next offered in either F2020 or S2021. Maximum enrollment, 12.

461 F Philosophy of the Body.
An exploration of philosophical attempts to understand the human body and its relationship to self, freedom, and the good life. What is a body? Am I my body? What do bodies have to do with moral character? What is the role of the body in a flourishing life? We will discuss the ethical and political implications of different forms of embodiment, including gender, sexuality, race, ability, and size. We will read primary texts from various philosophical traditions, including feminist, phenomenological, Foucauldian, and critical disability studies. (Social, Structural, and Institutional Hierarchies.) Prerequisite, Three courses in philosophy, or permission of the instructor. Maximum enrollment, 12. Dean.

[462] Critical Voice.
An existential exploration of voice as that which awakens and embodies critical consciousness. Focusing on voice as it emerges and operates within the context of blackness, the course will focus on various black figures and various black expressions of voice as they relate to existential forms of liberation and empowerment. Seminar. Prerequisite, Prerequisite, three courses in philosophy, one of which must be 112, 115, 222, 242, or 319, or consent of instructor. Open to juniors and seniors. Next offered 2021. Maximum enrollment, 12.

[463 S] Nietzsche.
A close examination of Nietzsche's philosophical corpus that focuses on his conception of the good life as it emerges within the context of the critical and positive aspects of his philosophy. Topics include the existential significance of narrative, the nature of knowledge and the philosophical import of Nietzsche's critical condemnations of metaphysics, religion and morality. Prerequisite, Three courses in philosophy or consent of instructor. Open to juniors and seniors. Taught as a seminar. Maximum enrollment, 12.

464 F Rorty and His Critics.
Course will focus on Rorty's work from his early work on philosophy of mind and epistemology through his work on metaphilosophy and politics. We will read not just Rorty's major works, but also some of his critics, including Charles Taylor, Bjorn Ramberg, Linda Alcoff, and John McDowell. Prerequisite, 3 courses in Philosophy or consent of the instructor. Maximum enrollment, 12. Janack.

466 S Disagreement.
From politics to taste, disagreements are everywhere. We examine the epistemic, moral, and political significance of disagreement: when,if ever, should disagreement force us to revise our own views? Does the existence of moral disagreement have implications for moral objectivity? And how can we coexist with others who disagree with our most basic values? We will also discuss the differences among disagreements in science, aesthetics, and ethics. We'll also ask whether the persistence of philosophical disagreement should make us pessimistic about the possibility of philosophical knowledge. Prerequisite, Three courses in philosophy or consent of instructor. Next offered in spring 2020. Maximum enrollment, 12. Plakias.

550 F Senior Seminar.
Advanced work aimed at completing a clear, focused, powerful piece of philosophical writing. To that end each member of the seminar will work to 1) identify a philosophical problem, 2) frame that problem as a question to which he or she can propose an answer, 3) turn that answer into a thesis supported with argument and defended against objections, and 4) present that argument to the seminar and support it in a public oral defense. Maximum enrollment, 8. The Department.

Physical Education

Faculty

Kristin Baker
Scott M. Barnard
Patricia Cipicchio
Michelle Collins
John Gessinger
Colette Gilligan
Robert Haberbusch
Jonathan Hind, *director*
Brett Hull
Ellen Hull
James King III
Patricia Kloidt
Emily McNamara
Miriam Merrill
David Murray
Perry Nizzi
Adam Stockwell
David Thompson
Robert Weber

All enrolled students are required to participate in a physical education program for individual development. This "lifetime carryover" program is based on the theory that it is as important to develop a healthy body and a love of sports as it is to provide scope for the skilled athlete.

There is a five-part requirement that includes:

1) A physical fitness test (a course is offered for those who do not pass);

2) A swim test (beginning swimming is offered for those who do not pass);

3 and 4) Two lifetime activity classes;

5) one unit of the following: intercollegiate athletics, wellness seminar, lifetime activity class.

Lifetime activity classes include the following: aerobics, badminton, fitness, golf, jogging, lifeguard training, power walking, racquetball, scuba, skating, squash, swimming, tennis, toning and volleyball.

Upon passing the physical fitness and swimming tests and successfully completing the three other parts of the requirement, a student shall have completed the physical education requirement. Activities may not be repeated for credit nor may a student be given intercollegiate credit and also receive credit for a similar class (i.e., a hockey player may not receive credit for ice skating).

Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students

must complete the requirement by the end of four semesters in residence and may not study abroad or away without completing it. Students with physical disabilities may enter an individual program approved by the director of physical education.

Physics

Faculty
Katherine Brown
Kristen Burson (on leave 2019-20)
Brian Collett
Viva Horowitz (on leave 2019-20)
David Jacobs
Gordon Jones
Seth Major, *chair*

Special Appointments
Megan Smith
Adam Lark

A concentration in physics normally consists of 11 courses: 190, 195, 290, 295, 348, 390, 550, and four other electives chosen in consultation with an advisor who is a member of the physics faculty. At least one of the electives will be selected from physics courses at the 300-level or above, not including 348 and 390 which are required. Students who wish to prepare for graduate school in physics or engineering should choose electives from physics courses at the 300-level and above. Students with other interests may, in consultation with their advisor, select up to two electives from other science departments. Such courses should support interdisciplinary interests or career goals. Normally 390 is taken in the spring semester of the junior year in preparation for the research project undertaken in 550. To be eligible for honors in physics students must have a grade point average of at least 3.5 in the courses that satisfy the concentration requirements and must complete outstanding work in the senior project.

In the first year, prospective concentrators should normally take 190 and 195, and mathematics. In the first semester, the appropriate mathematics course may be Calculus I (Math 113), which is a co-requisite for 190. However if the Mathematics Department grants advanced placement, the student may wish to take Calculus II (Math 116), Multivariable Calculus (Math 216), or Linear Algebra (Math 224). Students with significant experience with physics, including advanced placement courses, should consult with a member of the department before registering for a physics class.

Students who wish to major in physics but who have taken either 100-105 or 200-205, or who wish to begin the major should consult with the department chair.

Physics 290 and 295 are normally taken in the second year. Additionally, during the spring of the second year, we recommend taking one course from Electronics and/or General Relativity. Other options should be discussed with a member of the physics faculty.

We believe that our students need to be aware how historical contributions of underrepresented groups in science illuminate inequalities of opportunity to contribute to science and technology, that a diversity of perspectives are crucial to science when dealing with complex problems, that the impact of science is both local and global, and that science policy decisions are made in the real world in which biases might be hidden. Beginning with the Class of 2020 concentrators may satisfy the SSIH requirement by completing 348, co-taught with Chemistry in either their junior or senior year.

A minor in physics consists of five courses: 190, 195, 290 or 295, and two other physics courses. Students can complete

the minor with 100-105 or 200-205, plus three other physics courses, of which one must be at the 200 level or above. Students may use Advanced Placement, International Baccalaureate, or A-level courses to meet only one of the five required courses for the minor. A minor in astronomy consists of five courses: a 2-course introductory sequence (190-195, 100-105, or 200-205), 290, 160 and either 330 or an independent study in astronomy. A student who majors in physics may not minor in astronomy.

Students interested in the 3-2, 2-1-1-1, or 4-2 engineering programs affiliating Hamilton with engineering schools should normally take 190, 195, and calculus (or linear algebra if mathematics placement so warrants) in their first year. Students in the 3-2 program are expected to complete the first three years of the major including at least 8 courses in physics. There are many possible options in engineering programs, and because of their complexity, interested students should consult the engineering advisor, Professor Gordon Jones. This is also the case for those who have taken 100-105 or 200-205 and have then become interested in engineering.

Students seeking to transfer credit in physics for part of the introductory sequence (100-105 or 200-205) at another institution must successfully complete one course of introductory sequence at Hamilton. Successful completion requires a minimum grade of B.

Juniors or seniors without prior courses in the department may enroll in 100, 120, 135, 136, 160, 175, 200 and 245.

100 F Survey of Physics I.
The first semester of a year-long sequence (100-105) for pre-med students and other scientists who require a year of physics. Topics include mechanics, fluids and thermodynamics. Emphasis on applications of physics in medicine and in other sciences. Three hours of lecture and three hours of laboratory. First year students need instructors signature to enroll. (Quantitative and Symbolic Reasoning.) Prerequisite, knowledge of algebra and trigonometry. G Jones.

105 S Survey of Physics II.
The second semester of a year-long sequence (100-105) for pre-med students and other scientists who require a year of physics. Topics include electricity and magnetism, optics, atomic physics and nuclear physics. Emphasis on applications of physics in medicine and in other sciences. (Quantitative and Symbolic Reasoning.) Prerequisite, 100 or 190. Three hours of class and three hours of laboratory. Knowledge of algebra and trigonometry required. The Department.

120 F How Things Work.
A few basic physics principles can explain many common devices such as car engines, TVs, refrigerators, airplanes and eyeglasses, and some not-so-common devices such as atomic bombs and lasers. This course qualitatively teaches basic physics concepts with the aim of demystifying technology. A conceptual introduction to physics where all the examples come from your experience. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 45. G Jones.

[135 F] Space-time and the Quantum World.
A study of two fundamental developments in modern physics — quantum theory and relativity. Drawing on the quantum mechanics of spin and space-time diagrams, we gain an overview of some of the more thought-provoking aspects of contemporary physics. Breaking from tradition, this is not a historical survey but instead focuses on the fundamental nature of these two developments, as well as the role of observation in modern physical theory. (Quantitative and Symbolic Reasoning.) Comfort with simple algebra and geometry helpful.

136 S Physics and Art.
This course is a survey of some of the interesting ways in which fine art intersects math and physics. The curriculum consists of six topics in which some juxtaposition of physics and art is present; in some cases physics is relevant to the context of the art, in some case to the content of the art, and in some cases, both. We begin with some of the earliest works of art and proceed chronologically, including cave paintings and radiocarbon dating, the Archimedes palimpsest and imaging techniques, and the drip paintings of Jackson Pollock and their connection to chaotic motion and fractals.

(Quantitative and Symbolic Reasoning.) Familiarity with algebra and calculus recommended. K Brown.

160 F Introduction to Astronomy.
A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Observational deduction of properties of stars. Stellar evolution and its relation to pulsars and black holes. Galaxies and the structure and history of the universe. (Quantitative and Symbolic Reasoning.) K Brown.

[175 F] The Physics of Musical Sound.
An exploration of the physics that underlies the production of musical sounds. Covers issues ranging from the nature of musical sound, units, some physical principles, theory of wave propagation and mode formation, physical mechanisms of how instrument families work and their implications for musical use of those families, acoustics of halls, digital simulations of musical instruments and performance spaces. Algebra will be used. Four hours of class/laboratory per week. May count toward a concentration in physics. (Quantitative and Symbolic Reasoning.)

190 F The Mechanical Universe.
The first semester of a sequence of physics courses for students interested in physical sciences, math or engineering. Normally the first course for students who plan to major or minor in physics. Introduction to principles governing the motion of a particle and of systems of particles. Kinematics and dynamics; energy, linear momentum, angular momentum and conservation laws. Introduction to the laws of special relativity. Sophomores and above need instructor's signature to enroll. (Quantitative and Symbolic Reasoning.) Prerequisite, Calculus I (may be taken concurrently). Three hours of class and three hours of laboratory. K Burson.

195 S Waves and Fields.
The physics of oscillations, waves and fields. Topics include simple harmonic motion, fluids, sound, electric and magnetic fields, light, optics and interference phenomena. Emphasizes the use of calculus as a tool to describe and analyze the physical world. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 190 or 200 and Mathematics 116 (may be taken concurrently). S Major.

200 F Physics I.
The first semester of a year-long calculus-based sequence (200-205) for scientists and pre-med students who require a year of physics. Topics include Newtonian mechanics, conservation laws, fluids, kinetic theory and thermodynamics. Three hours of lecture and three hours of laboratory. First year students need instructor's signature to enroll. (Quantitative and Symbolic Reasoning.) Prerequisite, Mathematics 116 or equivalent. Not open to students who have taken 100 or 190. V Horowitz.

205 S Physics II.
The second semester of a year-long sequence (200-205) for pre-med students and other scientists who require a year of physics. Topics include electricity and magnetism, optics, relativity, atomic physics and nuclear physics. Three hours of lecture and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Physics 200; Math 116. C Collett.

245 S Electronics and Computers.
Hands-on introduction to the concepts and devices of electronics. Study of analog and digital circuits, computer architecture, assembler programming and computer interfacing. (Quantitative and Symbolic Reasoning.) Six hours of laboratory. Maximum enrollment, 18. B Collett.

290 F Quantum Physics.
Wave-particle duality, the nuclear atom, the development of Schrödinger's wave mechanics and the quantum theory of atoms. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 195 or

105 or 205, and Mathematics 116. B Collett.

295 S Electromagnetism.
Introduction to the mathematical description of the electric and magnetic fields, their sources and their interactions with matter. Exploration of Maxwell's laws with emphasis on the relationship between the physics and the mathematics needed to describe it. Three hours of class. Prerequisite, 290. Normally taken concurrently with 245. Math 216 is recommended. V Horowitz.

298 F,S Physics Research.
Independent work on a research project under supervision of a faculty member. Prerequisite, Consent of instructor. One-quarter or one-half credit per semester. Credit/No Credit only. Students may repeat 298 for credit, but only a maximum of one-half credit of Physics Research can count towards their concentration. Department.

320 S Topics in Mathematical Physics.
A study of mathematical methods and their use in investigating physical systems. Topics may include vector calculus, ordinary differential equations, special functions, partial differential equations, integral transforms, calculus of complex functions, numerical methods, tensor analysis, groups and other topics of current theoretical interest. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 224 and (either Physics 295 or Math 216), or permission of instructor. Normally offered on alternate years. S Major.

325 S General Relativity.
An introduction to the physics and mathematics of space-time geometry including Einstein's special and general theories of relativity with applications to black holes, gravitational waves, and cosmology. (Quantitative and Symbolic Reasoning.) Prerequisite, Prerequisites Math 216 or permission of instructor. Normally offered on alternate years. S Major.

[330] Topics in Astrophysics.
Topics may include fundamentals of stellar structure and evolution, the black hole and the curvature of space-time, the structure of galaxies and galactic dynamics, theories of the structure and evolution of the universe. (Quantitative and Symbolic Reasoning.) Prerequisite, 290 or 295.

[340 S] Topics in Quantum Physics.
Exploration of topics in contemporary physics using the tools of quantum mechanics developed in 290. Topics may include multi-electron atoms, molecules, solid state physics, lasers and quantum optics, nuclear physics, nuclear magnetic resonance, surface physics and particle physics. (Quantitative and Symbolic Reasoning.) Prerequisite, 290. Normally offered on alternate years.

348 S Science, Technology, and Society.
An examination of the assumptions, paradigms, and hierarchies embedded in science and technology using case studies. Evidence-based hypothesis testing and analysis will examine evidence pointing to the structure of hierarchies built into and from science and how those structures may result in inequalities for various groups participating in and affected by science and technology. Topics will vary but might include: gender and race disparities in STEM fields, broad effects of climate change or environmental crises, scientific and cultural contexts of nuclear and chemical weapons. (Social, Structural, and Institutional Hierarchies.) Prerequisite, Chemistry or physics concentrator. (Same as Chemistry 348.) Brewer and Brown.

350 F Classical Mechanics.
Principles of classical mechanics, including oscillations, nonlinear dynamics, dynamics of systems of particles, non-inertial reference frames, Hamilton and Lagrangian mechanics, celestial mechanics, rigid body motion and coupled oscillations. (Quantitative and Symbolic Reasoning.) Prerequisite, 295 or consent of instructor. C Collett.

370 F Thermodynamics and Statistical Physics.
Properties of large-scale systems in terms of a statistical treatment of the motions, interactions and energy levels of particles. Basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work and the laws of thermodynamics. Application to various physical systems. (Quantitative and Symbolic Reasoning.) Prerequisite, 290. S Major.

390 S Research Seminar.
A series of research projects stressing the integration of theory and experiment. Emphasis on scientific writing, formal oral presentations, use of the current physics literature. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, 290. Maximum enrollment, 18. G Jones.

450 S Quantum Theory Seminar.
An exploration of the mathematical tools and foundations of quantum mechanics. Topics include angular momentum, spin, measurement, bound states and perturbation theory. (Quantitative and Symbolic Reasoning.) Prerequisite, 350. Offered in alternate years. Maximum enrollment, 12.

480 F Electromagnetic Theory.
Intensive study of Maxwell's equations in both differential and integral form; electrostatics and electro-dynamics; special relativity; and the transformation of electromagnetic fields. Introduction to electromagnetic waves and dielectric and magnetic materials. (Quantitative and Symbolic Reasoning.) Prerequisite, 295 or consent of instructor. S Major.

550 F Senior Research Project.
Independent research in collaboration with faculty supervisor. Students will give a series of formal oral presentations about their research and will write a comprehensive thesis. Open to senior concentrators or to others with consent of instructor. B Collett.

551 S Senior Research.
Independent research in collaboration with faculty supervisor. Students will give a series of formal oral presentations about their research and will write a comprehensive thesis. S Major.

Psychology

Faculty
Vikranth Bejjanki (on-leave Fall 2019, Spring 2020)
Jennifer Borton, c*hair*
Azriel Grysman
Alexandra List
Tara McKee
Siobhan Robinson
Ravi Thiruchselvam
Rachel White (on-leave Fall 2019, Spring 2020)
Keelah Williams
Penny Yee (on-leave Fall 2019)

Special Appointments
Jean Morris
David Walden

A concentration in Psychology consists of ten courses: 101; 201; either 204 or 205; one laboratory course numbered between 300 and 327 (except 320); 380; and five additional courses at the 300 level or above, including the Senior Project.

Students may place out of Introductory Psychology by earning a 5 on the Psychology AP exam; a 6 or 7 on the Standard Level Psychology IB test; or a 5, 6, or 7 on the Higher Level Psychology IB test. Concentrators who place out of Introductory Psychology must still take a total of ten courses.

To fulfill the Social, Structural, and Institutional Hierarchies requirement in Psychology, concentrators must take either ONE course from the following list:

PSYCH 324 (Law and Human Behavior)
PSYCH 359 (Stereotyping and Prejudice)
PSYCH 367 (Psychological Bias in the Justice System)
PSYCH 369 (Psychology of Gender)

or TWO courses from the following list:

PSYCH 316W (Developmental Psychology of Self-Control)
PSYCH 350 (Lifespan Development)
PSYCH 353 (Adult Psychopathology)
PSYCH 356 (Social Psychology)

Students should plan to complete their lab requirement by the end of their junior year. The Senior Project involves an extensive research and theoretical inquiry, culminating in a written thesis and an oral presentation. The project can be completed in one or two semesters; therefore, concentrators must enroll in 500 and/or 501 during their senior year. Students are strongly encouraged to consider a full-year Senior Project.

Departmental honors in psychology recognize the distinguished achievement of students who excel in their coursework

in the concentration; only students who conduct a full-year Senior Project are eligible for departmental honors.

A minor in Psychology consists of five courses: 101; 201; either 204 or 205; one laboratory course numbered between 300 and 327 (except 320); and one other course.

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. See the description under Neuroscience.

101 F,S Introductory Psychology.
An introduction to the science of human behavior. Topics include the nervous system, perception, learning, motivation, cognitive and social development, personality, individual differences, social behavior and psychopathology. In class laboratory exercises to emphasize the use of research methods and data to describe and examine behavior. Some sections may be offered as First-Year Courses. (Quantitative and Symbolic Reasoning.) The Department.

198 F,S Collaborative Research in Psychology I.
Collaborative research under the supervision of a faculty member. Focus on data collection and/or analysis. Three to four hours per week of lab work. Prerequisite, Permission of the instructor. Student performance will be evaluated as Satisfactory/Unsatisfactory. One-quarter credit per semester. May be repeated for credit, but does not count toward concentration requirements. (Same as Neuroscience 198.) The Department.

201 F,S Statistics and Research Methods in Psychology.
The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Some instruction in research design and methodological issues. Students will learn to use the statistical computer program SPSS to analyze data. Topics include the principles of hypothesis testing, t tests, analysis of variance, regression, and some non-parametric statistics. (Quantitative and Symbolic Reasoning.) Prerequisite, 101. (Same as Neuroscience 201.) McKee (Fall); Borton, MacArthur (Spring).

204 F,S Fundamentals of Human Neuroscience.
Introduction to the field of neuroscience from a behavioral and cognitive perspective. Survey of experimental and clinical research involving humans and non-human animals, addressing presumed neural mechanisms for cognitive, motivational and emotional states. Analysis of amnesia, aphasia, agnosias, apraxias and disconnection syndromes. Prerequisite, 101. (Same as Neuroscience 204.) List.

205 S Fundamentals of Neurobiology.
Introduction to the field of neuroscience from a biological perspective. In-depth examination of fundamental concepts in neurobiology designed to introduce students to the electrophysiological, chemical and anatomical features of neurons, brain regions and brain circuits. Investigation of the neurobiological basis of behavior through exploration of topics such as neuronal communication, neuroanatomy, sensory and motor systems, learning, motivation, and behavior disorders. Prerequisite, Psych 101 or Biology 100. (Same as Neuroscience 205.) Robinson.

254 S Counseling Psychology.
An overview of the theoretical orientations, treatment approaches and empirical literature in the field of counseling psychology. Examines the mechanisms by which counseling interventions facilitate personal and interpersonal functioning with a focus on emotional, social, educational, vocational and developmental concerns. Does not count toward the Psychology or Neuroscience concentration or the Psychology minor. Prerequisite, Psych 101. Walden.

297 F,S Peer Counseling.
Students will serve as peer counselors under the supervision of a Counseling Center staff psychologist. Six to eight hours per week of peer counseling, weekly supervision meetings, written case reports, and outreach presentations. Training will occur prior to the start of counseling. Student performance will be evaluated as Satisfactory/Unsatisfactory. One-half credit per semester. May be repeated for credit, but does not count toward

concentration requirements. Prerequisite, Permission of the instructor. Enrollment is limited to students who have been accepted into the Peer Counseling Program. Maximum enrollment, 20. Walden.

298 F,S Collaborative Research in Psychology II.
Collaborative research under the supervision of a faculty member. Focus on data collection and/or analysis. Six to eight hours per week of lab work, plus final oral presentation or research paper. Prerequisite, Permission of the instructor. Student performance will be evaluated as Satisfactory/Unsatisfactory. One-half credit per semester. May be repeated for credit, but does not count toward concentration requirements. The Department.

304 S The Science of Morality.
Theoretical and methodological examination of the study of moral psychology. Topics include moral development, moral emotions, political/cultural differences, moral judgment and behavior, and cooperation. Class time will be devoted to discussion of theoretical and empirical research articles. Laboratory component involves conducting two research projects. Data collection, statistical analysis, papers based on findings, oral and poster presentations. Three hours of class and three hours of laboratory. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, Psych/Neuro 201. Maximum enrollment, 18. Dyer.

311 F The Self in Social Psychology.
Theoretical and methodological understanding of the study of the self in social psychology. Topics include organization of self-concept and its effect on information processing; self-awareness; self-esteem maintenance processes; cultural influences; stigmas; and self-regulation. Class time devoted to discussion of research articles. Laboratory component involves conducting two research projects. Data collection, statistical analysis, papers based on findings, oral and poster presentations. Three hours of class and three hours of laboratory. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, Psych/Neuro 201. Not open to students who have taken 361. Maximum enrollment, 18. Borton.

[316 F] Developmental Psychology of Self-Control.
Theoretical and methodological examination of the psychological processes involved in regulating thoughts, behavior, and emotions. Emphasis on childhood and adolescence. Questions covered will include: What is executive function and how does it develop? What are the consequences of low or delayed self-control abilities across the lifespan? How can we improve self-control? Data collection, statistical analysis, papers based on findings, oral and poster presentations. Three hours of class and three hours of laboratory. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Quantitative and Symbolic Reasoning.) Prerequisite, Psych/Neuro 201. Maximum enrollment, 18.

[320 S] Psychology and Neuroscience of Learning.
An exploration of theoretical and methodological questions involved in the study of learning and neural plasticity. Questions covered will include: What is learning? What are the mechanisms that support neural plasticity, and how do they contribute to learning-induced changes in behavior? How does learning change across the lifespan? Laboratory exercises will include the development of original experiments to elicit and measure learning at the behavioral and neural levels, as well as the analysis of neural data. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Psych/Neuro 201 and Psych/Neuro 204 or 205. Does not count toward the lab requirement in Psychology. (Same as Neuroscience 320.) Maximum enrollment, 20.

324 S Law and Human Behavior.
Theoretical and methodological examination of the study of human behavior in legal contexts. Topics include psychology of criminal behavior; persuasion in the courtroom; risk assessment and punishment; and the influence of extralegal variables (e.g., race). Class time devoted to critical analysis and discussion of legal cases and psychology research articles. Laboratory component involves conducting two research projects. Data collection, statistical analysis, papers based on findings, oral and poster presentations. Three hours of class and three hours of laboratory. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Quantitative and Symbolic Reasoning.) Prerequisite,

Psych/Neuro 201 or permission of the instructor. Maximum enrollment, 18. Williams.

327 F Affective Neuroscience.
An exploration of theoretical and methodological questions in the study of affect, addressed through neuroscience. Questions covered will include: What is affect? What functions does affect serve and how does affect become dysfunctional in psychopathology? How does affect shape cognition? How do individuals regulate affect? Class time will be devoted to discussion of research articles. Laboratory exercises will include the development of original experiments to elicit and measure affect, as well as the analysis of neural data. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Psych/Neuro 201. (Same as Neuroscience 327.) Maximum enrollment, 20. Thiruchselvam.

328 S Cognitive Neuroscience.
Study of brain processes involved in cognition, with a focus on current research designs and techniques. Class discussions will focus on primary research articles covering perception, attention, memory and language systems. Laboratory exercises will include the analysis of structural brain scans and electroencephalographic data, and the design, programming and presentation of original experiments. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Psych/Neuro 201 and Psych/Neuro 204 or 205. Does not count toward the lab requirement in Psychology. (Same as Neuroscience 328.) Maximum enrollment, 20. List.

330 F Systems Neuroscience.
The primary focus of this course is on the physiological and chemical basis of behavior from a systems perspective. Topics include analysis of sensory and motor systems; motivated behaviors; stress, anxiety and mental illness; and learning and memory. Laboratory exercises introduce students to the anatomy and physiology of the mammalian central nervous system and to some of the principal techniques used in systems and behavioral neuroscience. Three hours of class and three hours of laboratory. Prerequisite, Psych/Neuro 204 or 205. Does not count toward the lab requirement in Psychology. (Same as Biology 330 and Neuroscience 330.) Maximum enrollment, 20. Robinson.

333 S Contemplative Neuroscience: The Brain and the Buddha.
The Buddha proposed that we can end suffering by training the mind. This course will explore the contribution of Buddhism to psychology and neuroscience. We will ask: Can we train attention to promote resilience, compassion, and well-being? What is the core nature of self and thought? What is the relationship between the brain and consciousness? Although the course will draw upon Buddhist philosophy, we will investigate these questions from the perspective of modern neuroscience, examining empirical studies using methods such as EEG, fMRI, and single-cell electrophysiology. Prerequisite, Psych/Neuro 201. (Same as Neuroscience 333.) Thiruchselvam.

[338 F] Sensation and Perception.
An exploration of sensory systems and perceptual experiences. This course will address how we obtain information from our physical environment and use it to create the vibrant experience of our own bodies and the world around us. An emphasis on vision, but also covering audition, somatosensation, olfaction and gustation. Topics will include methodological approaches, sensory pathways and neurobiological mechanisms, disorders, illusions and multi-sensory interactions. Prerequisite, Psych/Neuro 201. (Same as Neuroscience 338.)

341 F The Evolved Mind.
This course will explore the interactive relationships among evolved adaptations, development, learning, and culture, emphasizing ways in which these work together to shape individuals' behavior. Questions covered will include: What does it mean to take an evolutionary approach to psychology? What are the major evolutionary theories, and how have they been used to explain human behavior? What are the methods and assumptions of evolutionary approaches? Prerequisite, Psych/Neuro 201. Williams.

350 S Lifespan Development.

An introduction to the science of lifespan development, from conception and prenatal development to older age and death. Focuses on multiple domains of development, including cognitive, social, physical, and emotional, with emphasis on how development in all domains is shaped by both biological and social/cultural influences (e.g., gender norms, social class, stereotyping and prejudice). This course provides the opportunity for experiential learning through work with individuals in applied settings such as child care centers. (Social, Structural, and Institutional Hierarchies.) Prerequisite, Psych/Neuro 201. Not open to students who have taken 351. Augustine.

[351] Child Development.
An introduction to the science of child behavior and the principles of child growth and development from conception to early adulthood. Focuses on integrating the physical, cognitive, social and emotional domains of development. Includes an experiential component whereby students will work with children or adolescents in an applied setting (e.g., child care center or school). Prerequisite, Psych/Neuro 201.

[352 F] Psychopharmacology.
A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction, effects of drugs on society, and the implications of drug effects for neurochemical theories of behavior. Prerequisite, Psych/Neuro 201. (Same as Neuroscience 352.)

[353 S] Adult Psychopathology.
Introduction to the study of mental disorders in adults, including historical and cultural perspectives. Focus on classification, diagnostic assessment, etiology, treatment, and evaluation of treatment efficacy for the major disorders including anxiety, affective, thought, substance, and eating disorders. Research methods in clinical psychology emphasized. Discussion will include how gender, race, ethnicity, culture, sexuality, and social class relate to our understanding of mental illness and its treatment. (Social, Structural, and Institutional Hierarchies.) Prerequisite, Psych/Neuro 201. Not open to students who have taken 223.

355 S Neurobiology of Addiction.
This course is centered on understanding the neurobiology of the "addicted brain." Strong emphasis on the neurobiological effects of drugs of abuse, including short and longer-term changes in the brain and body that occur in response to drug use and abuse. A sampling of drugs to be discussed include cocaine, heroin, marijuana, hallucinogens and alcohol. Effectiveness of various treatment strategies will also be considered. Some discussion of the social, political and philosophical aspects of addiction to drug and non-drug substances (e.g., food compulsions and pathological gambling). Prerequisite, Psych/Neuro 201. (Same as Neuroscience 355.) Robinson.

[356 S] Social Psychology.
A survey of social psychology, the study of how and why people behave, think, and feel in social situations. Topics include social cognition, stereotyping and prejudice, the self, social influence, attitudes and persuasion, attraction and relationships, aggression, and helping behavior. Emphasis on experimental research methodology. (Social, Structural, and Institutional Hierarchies.) Prerequisite, Psych/Neuro 201. Does NOT overlap substantially with Psych 311W.

[357 S] Human Memory.
An examination of theoretical and empirical research on the creation and structure of memories. Consideration of both theoretical and applied topics within the memory literature, including autobiographical memories, unconscious memories, factors contributing to forgetting, the organization of memories, eyewitness memory, and false memories. Prerequisite, Psych/Neuro 201.

[359 F] Stereotyping and Prejudice.
In this course we will take a social psychological approach to understanding stereotypes, prejudice(s), and discrimination based on race, ethnicity, gender, sexual orientation, and other group memberships. We will examine

classic and contemporary theories and research on topics such as cognitive, motivational, evolutionary, and sociocultural explanations of prejudice; modern forms of prejudice/implicit bias; the impact of prejudice and discrimination on targets of prejudice; and prejudice reduction. (Social, Structural, and Institutional Hierarchies.) Prerequisite, Psych/Neuro 201.

[360 F] Clinical Assessment.
In-depth study of assessment methodologies used in clinical psychology research and practice. Emphasis on design issues, data analysis issues, scale construction, interviewing, testing, self-report and observation. Prerequisite, Psych/Neuro 201.

[362 F] Moral Psychology.
This course will go beyond the broad moral conceptions of "good" versus "evil" and will take a nuanced look at moral judgment and decision-making. Topics include moral development, moral emotions, political differences, moral reasoning and intuitions, deception, and altruism. We will explore these topics with a focus on empirical research. Prerequisite, Psych/Neuro 201.

367 F Psychological Bias in the Justice System.
How does group membership (e.g., sex, race, ethnicity, religion) shape one's experiences with the criminal justice system? Adopting a chronological approach through an exemplar criminal case (e.g., arrest, arraignment, plea bargaining, trial, sentencing, release), this course will use case law and empirical research to explore the law's continuing efforts—and shortcomings—in addressing and decreasing bias. (Social, Structural, and Institutional Hierarchies.) Prerequisite, Psych/Neuro 201. Williams.

369 F Psychology of Gender.
An exploration of theoretical and methodological questions in the study of gender in psychology, with special emphasis on feminist perspectives and implications for social change. Our goal is to understand what "gender" is and when it matters, focusing on issues such as stereotyping, discrimination, and access to power. Key topics include understanding sex vs. gender, transgender studies, intersectionality (i.e., how other aspects of identity such as race, class, ability, age, etc. interact with gender), masculinity studies, gender discrimination in the workplace, and gendered violence. (Social, Structural, and Institutional Hierarchies.) Prerequisite, Psych/Neuro 201. MacArthur.

380 F Research Design.
Advanced study of psychological research methods, with a focus on critically evaluating original research, independently designing and executing studies, and writing scientific research reports. Topics include reliability and validity, experimental and non-experimental methods, and effective design of studies. (Quantitative and Symbolic Reasoning.) Prerequisite, Psych/Neuro 201. Dyer.

455 F Field Study in Psychology.
Seminar in psychological services combined with eight to 10 hours per week of field study in one of several cooperating local agencies and schools. Extensive written project addressing theoretical issues relevant to field work. Topics include methods in provision of psychological, educational and applied services, and methodological and ethical issues in psychotherapy, counseling and educational psychology. Prerequisite, three courses in psychology and departmental permission. Open to juniors and seniors. Maximum enrollment, 8. Morris.

500F/501S F,S Senior Project.
Supervised research on a specific problem in psychology or neuroscience based on proposals submitted to the department by the end of a student's junior year. Open to senior concentrators. The Department.

New England Center for Children

392N Principles of Behavior Analysis.
Orients students to the concepts, processes and scientific principles of behavior on which the field of applied behavior analysis was founded. Topics of study will include the history and defining features of applied behavior analysis as well as the role of basic principles in producing socially meaningful behavior change (positive and negative reinforcement, punishment, discriminative control of behavior and motivating operations). Prerequisite, Psych/Neuro 201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

393N Behavioral Assessment for Children with Special Needs.
An introduction to key concepts, methods and ethical considerations associated with behavioral assessment. Objectives will include teaching students to distinguish between idiographic and norm-referenced assessment approaches, to conduct pertinent behavioral assessments (preference assessments, functional assessments and skills assessments), and to incorporate assessment outcomes with treatment selection and design in accordance with contemporary best practices in the field of applied behavior analysis. Prerequisite, Psych/Neuro 201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

394N Autism and Related Disabilities.
A foundation in etiological, diagnostic, ethical and treatment-related considerations affecting services for individuals with autism and other disabilities. Topics of study will include current data on causal variables, issues in early identification and a survey of evidence-based models of treatment, outcome evaluation, and effective systems support for individuals with pervasive developmental disabilities. Prerequisite, Psych/Neuro 201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

395N Behavioral Interventions.
This course will prepare students to identify, implement, and maintain effective behavioral interventions in applied settings. Specific objectives will include teaching students to select and implement function-based interventions for the reduction of problem behaviors, skills-based prevention strategies, and a variety of behavioral teaching tactics. Tactics for promoting procedural integrity and facilitating the generalization and maintenance of treatment effects will also be reviewed. Prerequisite, Psych/Neuro 201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

397N Methods of Evaluation.
Equips students with skills needed to confirm the clinical efficacy of interventions by subjecting them to experimental evaluation using single-subject designs. Students will learn to develop valid and reliable systems for measuring behavior, to display data using popular and accessible graphing software, and to assess for orderly changes in behavior through visual inspection and interpretation of graphic data. Prerequisite, Psych/Neuro 201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

398N Evidence-based Teaching.
Provides students with a comprehensive review of empirically supported behavioral teaching procedures for individuals with autism and related disabilities. Topics will focus on teaching skills in a variety of content areas such as language, social, and self-help. Procedures for teaching these include, match-to-sample discrimination training, task analysis, as well as prompting procedures including prompt fading and video modeling. Prerequisite, Psych/Neuro 201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

Public Policy

Faculty
Paul G. Wyckoff, *director*

The Public Policy Program is administered through the departments of Economics, Government and Philosophy. A concentration in public policy consists of 251, 382 and the Senior Project; Government 116 and 230 (students should take Economics 166 prior to Government 230); and courses chosen from the following options:

one of the following sequences:
Econ 101 and 102 and Math 252, 253 or 254
Economics 100 and 166 (Students must receive instructor permission to enroll in 166 if they have already taken Government 230.)

two of the following ethics courses:
Biology 223 -- Bioethics
Classics 350 -- Ethics and Politics in Ancient Greece and Rome
Literature 152 -- Literature and Ethics
Philosophy 114 — Ethics of Belief
Government/Philosophy 117 — Introduction to Political Theory
Philosophy 125 -- Philosophy and Incarceration
Philosophy 206 --Ethical and Social Issues in the Digital Age
Philosophy 219 -- Introduction to Moral Theory
Philosophy 221 -- Food and Philosophy
Philosophy 235 — Environmental Ethics
Philosophy 307 -- The Concept of Authority
Philosophy 411 -- The Ethics and Politics of Food
Philosophy 431 — Kant
Philosophy 450 -- Ethical Theory
Philosophy 452 -- Evolution and Morality
Religious Studies 260/460 -- The Self Beyond Itself

and one of the following "issue areas" courses:
Economics 318 -- The Economics of Technology and Innovation
Economics 325 — Comparative Economic Systems
Economics 331 — International Trade Theory and Policy
Economics 333 -- Development and Social Change
Economics 340 — Economic Development
Economics 341 -- Energy Economics
Economics 348 -- Economics of Social Responsibility
Economics 350 — Economics of Poverty and Income Distribution
Economics 360 — Health Economics
Economics 378 -- Economics of Gender
Economics 380 — Environmental Economics
Economics 390 -- Labor Economics
Economics 415 -- Economics of Higher Education
Economics 433 -- International Finance

Economics 435 -- Industrial Organization Theory and Applications
Economics 440 — Public Economics
Economics 446 -- Monetary Policy
Economics 453 -- Economic Development in Latin America
Government 212 -- Climate Change
Government 285 — Introduction to Environmental Politics
Government 287 -- Political Theory and the Environment
Government 335 — Criminal Law
Government 338 -- American Public Administration
Government 340 -- Race and American Democracy
Government 356 -- The Political Theory of Personal Privacy
Government 359 -- The Organization and Politics of American Policing
Government 360 -- The Politics and Theory of Place and Space
Government 363 -- Poverty and Development
Government 365 -- Free Speech Theory
Government 376 -- Government Failure? The American Administrative State
Government 389 -- Capitalism, Democracy, and the Workplace
Sociology 204 -- Social Class in American Society
Sociology 216 -- Sociology of Aging
Sociology 223 -- Law and Society
Sociology 226 -- The Sociology of Health and Illness
Sociology 278 -- Race, Class, Gender
Sociology 308 -- Issues in Higher Education
Sociology 319 -- Globalization and Its Discontents
Sociology 326 -- The Sociology of Mental Health and Illness
Sociology 345 -- Race, Ethnicity, and Immigration in Urban America
Sociology 372 -- Sociology of Disability
Sociology 373 -- Seminar on the Constitution and Social Policy

Students are strongly encouraged to take Economics 100 and Government 116 in their first year, and to take Government 230 and Public Policy 251 in their sophomore year. No student may declare a concentration in public policy without either completing or being enrolled in 251. Concentrators must complete the following courses by the end of the junior year: 251; 382; Economics 100 or 101; Economics 102 or 166; Government 116 and 230; one of the required courses in ethics; and one of the "issue areas" courses listed above. The Senior Project may be completed in one semester (500) or two semesters (500-501). Concentrators fulfill the college's Social, Structural, and Institutional Hierarchies (SSIH) requirement by completing Public Policy 251 and 382. To qualify for honors in public policy, a student must submit a distinguished record in the concentration and perform with distinction in the Senior Project.

Credit from the Term in Washington Program may be substituted for up to two of the courses required for the concentration, with the approval of the program director. Students interested in pursuing graduate study in public policy or public administration are encouraged to take additional courses in economics, in substantive areas of public policy, and in mathematics and statistics.

A minor in public policy consists of 251, Economics 100 or 101, Economics 102 or 166, Government 230, and one of the required ethics courses above. If the student's concentration is in economics, government or philosophy, these courses cannot count in both the student's concentration and the minor. Instead, courses that are required for both the concentration and the minor will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the program director in consultation with the chair of the student's concentration department. In addition to the required courses, there are many other courses in the College curriculum that will be of interest to public policy concentrators. Students interested in the

concentration should consult as early as possible with Professor Wyckoff.

[247 F] The Pursuit of Happiness.
What is human happiness? What factors increase or decrease it? Why are some countries and cultures happier than others? How can government policies promote happiness? This course considers:-- the nature of happiness from the major philosophical traditions, --the cognitive biases that impede our ability to maximize happiness, --the empirical literature on subjective well-being from the fields of economics, political science, and psychology, --recent trends in capitalist societies and their effects on happiness, and --government policies that might improve human happiness. (Quantitative and Symbolic Reasoning.) Prerequisite, One course in statistics, from any discipline. (American Politics) (Same as Government 247.)

251 F Introduction to Public Policy.
The study of policy analysis using and comparing a variety of disciplinary and analytic traditions. Consideration of controversies over particular policies at the national and local level and the premises underlying them. Examination of methods and principles used in formulating and evaluating public policy. (Quantitative and Symbolic Reasoning.) Prerequisite, Economics 100 or 101. Open to seniors with consent of instructor. (American Politics) (Same as Government 251.) Anechiarico.

252 F Comparative Health Policy.
Investigation of health policy from a comparative perspective. The course introduces fundamental concepts in health policy and examines different health care systems across the globe as well as case studies in health care delivery and public health. (Comparative Politics) Prerequisite, GOVT 112, GOVT/PPOL 251 or consent of the instructor. (Same as Government 252.) Maximum enrollment, 20. Brodin.

280 S Conflict Resolution: Policies and Strategies.
This course examines conflict from a variety of perspectives. We will investigate how arbitration, adjudication, and mediation differ, in addition to exploring how the policies and strategies of cultural and legal institutions dictate different approaches to mediation. Societies cope with conflict by enacting policies consistent with their culture and values. This course examines conflict resolution policies in the U.S. and abroad, including the legal system, the media, the educational sector, and international dispute resolution. Prerequisite, 101, 103, 106, 230 or consent of instructor. (Same as Communication 280.) Maximum enrollment, 20. Phelan.

382 S Topics in Public Policy.
The application of theories and methods of evaluation, design and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing and group problem-solving. Coursework may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Affairs Center. (Writing-intensive.) Prerequisite, 251. (American Politics) (Same as Government 382.) Maximum enrollment, 18.

500/501 Senior Project.
A one- or two-semester senior project, culminating in a thesis. The Program.

Religious Studies

Faculty
Abhishek Amar
Stephenson Humphries-Brooks
Quincy Newell
S. Brent Rodríguez Plate
Heidi Ravven
Seth Schermerhorn

Special Appointment
Meredith Moss

A concentration in Religious Studies consists of nine courses including a 100 entry-level course, a 400 level seminar in which the senior project is normally completed, and 290: Theories and Methods or 291: Imagining Religions, all of which must be taught by faculty of the department. At the time the concentration is elected, the concentrator shall propose a carefully developed program of study including, if desired, study abroad, for the approval of the department. Honors are awarded on the basis of a cumulative average of at least 3.3 (88) achieved in courses approved for the concentration and the completion of 501 with a 3.5 (90) or better. A minor consists of five courses, including 290/291 and at least one course at the 400 level, proposed by the student and approved by the department. Courses from other departments may be approved for concentration or minor credit through a petition to the department. Some courses have prerequisites due to the technical nature of class material and others are reserved for juniors and seniors; however, the department is usually flexible within constraints of demand and class size, and permission is at the consent of the instructor.

Concentrators will fulfill the Social, Structural, and Institutional Hierarchies requirement by completing at least one of the following courses: 129, 134, 144, 239, 241, 243, 244, 247, 256, 257, 260 or 317.

At the time the concentration is elected, the concentrator shall develop a program of study including, if desired, study abroad, in consultation with the faculty of the department. Honors are awarded on the basis of a cumulative average of at least 3.3 (88) achieved in courses approved for the concentration and the completion of 501 with a 3.5 (90) or better.

A minor consists of five courses, including one Writing Intensive 100-level course, 291, and at least one 300 level course.

Courses from other departments may be approved for concentration or minor credit through a petition to the department.

104 S Race, Ethnicity, and Religion in America.
This course explores the complex ways in which race, ethnicity, and religion—as components of both individual and group identities—have been related in American history from the colonial period to the present day. (Social, Structural, and Institutional Hierarchies.) Newell.

111 F Ancient Jewish Wisdom.
Exploration of major themes in the Jewish Bible (Old Testament). (Writing-intensive.) Maximum enrollment, 18. Ravven.

115 F Parables.
Cross-cultural comparison of the parable. Emphasis given to parable as a form of religious speech. Includes selections from Jesus, Zen masters, Borges and Galeano. (Writing-intensive.) Maximum enrollment, 18. Humphries-Brooks.

120 S Religious Diversity in the USA.
Religious diversity has been noted in big cities like New York and Los Angeles. But smaller cities like Utica have also diversified, seeing unprecedented population shifts in recent years. This course will take advantage of our proximity to Utica, and explore the mosques, temples, synagogues, and churches that exist there today, as well as explore the rich religious history of Central New York, including the Great Awakenings, Utopian communities, and recent immigration patterns. (Writing-intensive.) This course is only open to first years. Maximum enrollment, 16. S Brent Rodriguez-Plate.

[122] Encountering Hinduism: Sacrifice, Soul, and Image.
This survey examines historical and current practices of Hinduism in a variety of social and religious contexts. It introduces students to essential beliefs, doctrines, institutions, and popular practices of Hinduism. Readings are drawn from the Vedas, Upanishads, Puranas, Epics and devotional poetry. Its multi-disciplinary approach draws upon literary, artist and performative sources including popular media and film. Not open to seniors.

129 F,S Native American Spiritualities.
In order to develop a broad understanding of the religious lives of Native Americans, we explore diverse practices and worldviews. We begin with an examination of how Native American worldviews are unique and differ from modern-Western worldviews. With this grounding, we delve into explorations of the multifaceted history of Native American traditions including the Ghost Dance, the Sun Dance, religious freedom issues pertaining to the use of peyote, struggles over sacred places, and complex native engagements with Christianity. (Writing-intensive.) (Same as American Studies 129.) Maximum enrollment, 16. Schermerhorn.

131 S Global Christianities.
Who owns Christianity? By the twenty-first century, the heartland of Christianity has shifted from Europe and North America to the Global South (Latin America, Africa, and Asia). Topics include the global reach of Christian missions and local appropriations of Christianity. (Writing-intensive.) Maximum enrollment, 18. Seth Schermerhorn.

132/332 F Holocaust Literature and Films.
An examination of victims, perpetrators, rescuers, resistors, and bystanders through selected memoirs, fiction, documentaries, and other films. Students who take the course as 332 will have longer writing assignments including a longer research paper or creative project. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Maximum enrollment, 18. Ravven.

133 F American Freedom and Protestant Thought.
The Bible has been used throughout American history to justify various oppressions including slavery, gender inequality, and homophobia. Through exploring the biblical material that has historically supported such injustices, and the religious thought that has contributed to liberation movements, this course will seek to discover the meanings of the defining American mantra of "freedom." We will examine such "theological" thinkers as Jefferson, Lincoln, Frederick Douglass, Harriet Beecher Stowe, Reinhold Niebuhr, Martin Luther King, Jr., Malcolm X, Elizabeth Cady Stanton, and James Baldwin. (Writing-intensive.) 20 hours of a community-based internship in a local non-profit is a required component of this class. Maximum enrollment, 16. Jeff McArn.

134 F Americanism, Ballots, and Consumption: The ABCs of American Religion.
This course explores a variety of roles religion has played in American culture(s) and some of the ways that American culture has influenced Americans' religious practices. We will focus on three areas: identity (Americanism), politics (Ballots), and economics (Consumption). In particular, we will consider how religion is involved in the construction of

American identity and the exclusion of some people from American polity; how religion is (and is not) intertwined with our political system; and how religion affects – and is affected by – Americans' economic practices (Same as American Studies 134.) Newell.

[143 S] The Sacred in South Asia.
What constitutes the sacred in south Asia? Is it a person, place, river, hill, temple or nature/ecology? Where and how did the notion of sacrality emerge in South Asia? Is it linked exclusively to religious institutions or is it found in the daily lives of people? This course will examine these questions by exploring the multiple religious traditions of South Asia and examining their essential beliefs, doctrines, institutions, rituals and popular practices through a study of texts, material culture, films and ethnographic accounts. (Writing-intensive.) Maximum enrollment, 16.

144 F Indian Buddhism.
An introduction to origins, essential beliefs, popular practices and institutions of Buddhism. Examines the life of Buddha, his teachings (Dharma) and Buddhist communities through a range of Buddhist texts, art and archaeological sources. (Writing-intensive.) Open to all students (Same as History 144.) Maximum enrollment, 18. Philip Friedrich.

145 F World Films, World Faiths.
Introduces the practices and beliefs of several major world religions (including Judaism, Christianity, Islam, Hinduism and Buddhism) through the medium of film. Exploring Japanese anime, Indonesia documentaries, video films from Ghana, Bollywood mythologicals, Jesus-films from Latin America, Korean-Buddhist films, contemporary fictional glimpses into Jewish life, and more, shows how religious people live and struggle and find joy, by using the audio-visual medium of film. Evening film screenings. Rodriguez-Plate.

150 F,S Pop Culture/Pop Religion.
Looking at graphic novels and comics, listening to music, watching television and playing video games can all lead us to understand religion. Religion may be about ancient texts and doctrines, but it is also reconceived in the present day through popular cultural texts. Alternates between popular culture artifacts and theories of religion, allowing students to rethink the religious underpinnings of much "secular" popular culture, but also to rethink the idea of religion as well. Rodriguez-Plate.

155 F Religion in the Wild.
Jesus, Moses, Siddharta, and Mohammed all had significant experiences in the wilderness. These experiences shaped their lives and the religious traditions that they helped found. We will read philosophers, mystics, and spiritual seekers who have gone to untamed spaces for inspiration, right up to the present day. The course begins with a mandatory designated XA orientation trip in August. (Writing-intensive.) Instructor's Permission Only. (Same as Environmental Studies 155.) Maximum enrollment, 10. S Brent Rodriguez-Plate.

[204 F] The Education of Desire.
A close reading of Spinoza's masterpiece, The Ethics, with a view to understanding its contemporary implications in the light of the new brain sciences. (Writing-intensive.) Prerequisite, One course in Religious Studies or Philosophy. Maximum enrollment, 18.

[206 F] Pirates, Ports, and Piety: Religion Across the Indian Ocean World.
Long before the modern rise of globalization, the Indian Ocean world was defined by the movements of itinerant merchants, saints, pilgrims, and adventurers across the political boundaries of empires and kingdoms. What role did religion and the bonds of faith play in empowering the kinds of mobility and circulation characteristic of the Indian Ocean? This course will use the ports of south India and Sri Lanka as launching points to trace the circulation of religious objects, people, and ideas across the Indian Ocean.

209 F Islamic History and Culture.
An interdisciplinary exploration of Muslim societies from the 7th century to the present. Beginning with the origins of

Islam, the history of the Quran, and the biography of the Prophet, the course examines how questions of political authority, religious practice, and cultural exchange were navigated as the Muslim community developed. We read texts from Islam's rich literary heritage and pay close attention to the ways in which the Muslim past continues to animate contemporary debates, practices, and imagination. (Same as History 209 and Asian Studies 209.) Usman Hamid.

215 F Religion in Film.
Study of the religious in film. Focus on the relationship between myth-making in film and post-modern culture. (Same as American Studies 215.) Humphries-Brooks.

220 S Coming of Age.
This course presents several case studies of adolescent rites of passage, including the Navajo Kinaaldá puberty ceremony, gender socialization of Hasidic adolescents in Brooklyn, and youth innovation among Latina gang members in Northern California. Students examine ways in which these adolescent girls and boys navigate coming of age through rituals, observances and obligations, and the communities' policing of adolescent behavior through discourses about childhood, adulthood, and change. (Writing-intensive.) Maximum enrollment, 18. Meredith Moss.

224 S Indigenous Revitalization Movements.
This course examines cultural and linguistic revitalization efforts among various cultural groups, particularly indigenous peoples of North America. This interdisciplinary course will draw from the fields of anthropology, religious studies, linguistics, and education in order to study the history of traditional religious and linguistic practices in several communities and the various forms of revitalization efforts programs being used. (Writing-intensive.) Maximum enrollment, 18. Moss.

[232 S] Religion and Language.
This course examines complex relationships between the categories of 'religion' and 'language,' particularly the ways in which discourse and linguistic variation constitute social groups and police social boundaries. In particular, we will use tools of critical discourse analysis to extrapolate ideologies at work in various discursive communities and communities of practice. (Writing-intensive.) Maximum enrollment, 18.

234 F Sacred Journeys.
What is pilgrimage? Why do people go on pilgrimages? We begin to answer these questions by exploring pilgrimage traditions from across the globe to see religions, not as static, but as dynamic, living, and in motion. In attending to movement--crawling, walking, dancing, riding, driving, or flying--we investigate how traveling across sacred landscapes connects pilgrims with the places they travel through as well as those who have gone before them. Topics may include methods and theories in pilgrimage studies from the Americas and Europe. (Writing-intensive.) Maximum enrollment, 18. Seth Schermerhorn.

239 S Native Rituals and Religious Freedom.
Is American religious freedom a reality, an unfinished project, or merely a myth? This course explores how Native Americans have struggled for religious freedom in the United States, focusing on contemporary legal battles to protect sacred lands, repatriate ancestral remains and objects, and defend the ceremonial consumption of peyote. (Writing-intensive.) (Same as American Studies 239 and Government 239.) Maximum enrollment, 18. Seth Schermerhorn.

[241 F] Religion in the American West.
This course explores and considers three themes in the history of religion in the American West: migrations (movement in and out of the region), locations (the designation of particular places as special), and adaptations (changes over time, in response to changing conditions). The course will use a variety of primary and secondary sources – some texts, but also films, photographs, and other kinds of sources. Students will also do their own research and contribute to the construction of a website about the religious history of the American West. (Writing-intensive.) (Same as American Studies 241.) Maximum enrollment, 18.

[242 S] The Rise and Fall of David.
A literary reading of the biblical Book of Samuel as historical and political fiction. Comparison with other great works of literature on political themes. (Writing-intensive.) (Proseminar.) Maximum enrollment, 16.

243 F Indigenous Oral Traditions.
This course examines various elements of indigenous oral traditions, including oral literatures, such as creation stories, narratives, oratory, and song. We will study the indigenous modes of performance, such as tone and pitch, gestures, silence, back-channeling, turn-taking, taking of floor, and traditional openings and closings. We will also examine intercultural communication in order to analyze communicative norms, including conversational norms, metaphors, puns, and humor. (Writing-intensive.) Maximum enrollment, 18. Moss.

244 S Religious Conflicts.
Is religion a source of conflict in the modern world? Investigates examples of religious difference and negotiation from Asia and Europe. Focus on political and religious differences over sacred space, conversion, and Love-Jihad, and interactions among Hindus and Muslims in India. (Same as History 244.) Abhishek Amar.

[247 S] Religion and Gender in American History.
In this course students examine the ways in which religious ideas have shaped Americans' conceptions and performances of femininity and masculinity, and vice versa. Using case studies from the colonial period through contemporary times, we will explore the ways in which religion both constrained the performance of gender and the ways women and men found (and, sometimes, created) liberating resources within religious traditions. We will pay particular attention to the intersection of religion and gender with race, class, and sexuality. (Same as Women's and Gender Studies 247.)

249 S Sacred Space in South Asia.
This course examines the complex relationship between space, society, and religious identity in South Asia, past and present. The course will draw upon Buddhist, Hindu, and Islamic materials to analyze the ways in which the idea of 'sacred space' has been used in political, social, and legal contexts for decidedly secular objectives. (Social, Structural, and Institutional Hierarchies.) Friedrich.

256 F Islam and Modernity in South Asia.
This course develops a nuanced understanding of Islam and its role in shaping socio-religious and political landscape of modern and pre-modern South Asia. Questioning misconceptions of Islam, it examines its mideast origins, Qur'an, theology, law, religious practices, Shi'i and Sufi traditions, expansion in South Asia, colonialism, and modernity. Readings include secondary, literary, architectural and archaeological sources. Next offered Fall 2019. (Same as Asian Studies 256 and History 256.) Usman Hamid.

257 F The New Testament.
A critical introduction to the literature and history of New Testament Christianity. (Writing-intensive.) Maximum enrollment, 18. Humphries-Brooks.

[260/460 F] The Self Beyond Itself.
The Self Beyond Itself: Ethics, Science, and Religion.Multidisciplinary Study of why and when people are ethical --and why and when they are not. Review of contemporary research of neuroscientists on the moral capacity. (Proseminar.) Maximum enrollment, 16. H Ravven. (Writing-intensive.) (Proseminar.) Next offered Fall 2018. Maximum enrollment, 16.

[281 S] Philosophy as Spiritual Quest.
Exploration of the spiritual power attributed to philosophy by religious philosophers from classical Greece to modern times through readings from Greek, Jewish, Islamic and/or Christian philosophical works. (Writing-intensive.)

Prerequisite, One course in philosophy and/or religious studies. (Same as Philosophy 281.) Maximum enrollment, 18.

291 S Imagining Religions.
Scholars imagine, analyze, and interpret religions in a wide variety of ways. This Seminar explores phenomena from multiple religions, drawing upon a range of disciplines including history of religion, textual studies, material and visual culture, and ethnography. Students will engage in inter-disciplinary interpretive projects in collaboration with faculty of the Religious Studies department. (Proseminar.) Prerequisite, One Religious Studies course or consent. Maximum enrollment, 16. Ravven.

304 S Religion and Media.
Investigates the role of various media in shaping religious traditions especially Christianity, Judaism, Islam and Hinduism. Beginning with studies of orality and literacy, we move into the impact of the printing press, then electronic media including Internet and video games. Prerequisite, one course in religious studies or consent of instructor. Maximum enrollment, 12. Rodriguez-Plate.

310 S Seminar: Native Ecologies.
This interdisciplinary seminar explores the traditional ecological knowledge (TEK) of indigenous peoples. Drawing upon scholarship from such diverse fields as acoustic ecology, ethno-ecology, ethnography, geography, environmental history, Native American and Indigenous Studies, and religious studies, we will examine indigenous knowledge about particular species and relationships between them. (Same as Environmental Studies 310.) Maximum enrollment, 12.

[313 F] Seminar Religion and Modern Art.
Investigates the ways religious traditions have continued to influence the visual arts into the modern and postmodern periods. Topics range from the theosophical inclinations of Kandinsky and Mondrian to the mystical inclinations of abstract expressionism, from the "blasphemous" images of Ernst and Dix to the meditational video work of Gary Hill and Bill Viola. Media covered include painting, sculpture, video, architecture, and film. Recent exhibitions such as "Negotiating Rapture," "Traces du Sacre" and "The Third Mind" will be discussed. Prerequisite, one course in religious studies or art history. Includes mandatory two-day trip to NYC. Maximum enrollment, 12.

317 S Jesus and the Gospels.
A comprehensive introduction to the four Gospels, with special emphasis on the nature of early Christian views of Jesus. (Writing-intensive.) Prerequisite, one course in religious studies. Next offered Spring 2019. Maximum enrollment, 18. Humphries-Brooks.

321 F Raging Gods: Scorsese and Coppola's Religious Films.
The religious in the films of Martin Scorsese and Francis Ford Coppola. As American New Wave auteurs they contribute to the emergence of a new sacramental style in American film. We pay attention to the film traditions that inform their development, e.g. Italian neo-realism, horror, film noir and French New Wave. A look at the influence of their Roman-Catholic, Italian-American religious culture. Prerequisite, two courses in religious studies and/or cinema & new media studies or consent of instructor. (Same as American Studies 321.) Maximum enrollment, 12. Humphries-Brooks.

338 F Topic: Seminar in American Religions.
Topic for 2019: Mormonism in America and the World. The United States is one of the most religious of the world's industrialized nations, so understanding the nation requires an understanding of religion's role in American history and culture. This course provides an in-depth examination of selected themes in American religious history, culminating in student-driven research projects. (Writing-intensive.) Prerequisite, One course in American history or Religious Studies, or instructor consent. (Same as History 338.) Maximum enrollment, 12. Newell.

347 S Native Christianities.
Survey of a variety of Christianities, diversity in the two thousand year global history of Christianity, the history of

Christianity among the indigenous peoples of the Americas since 1492 with a focus on the present. The bulk of the course will delve into the diversity and complexity of contemporary indigenous engagements with Christianity. Maximum enrollment, 12. Schermerhorn.

349 S American Scriptures.
Can a secular nation have sacred texts? How do writings achieve that status, and what results? We'll ask these questions of works dating from before the US's founding to the current day. We'll consider how and why groups have taken specific texts as authoritative and how these documents have shaped understandings of what it means to be human, live well, and be American, among other "big questions." Possible readings include essays, speeches, stories, and poems from the Declaration of Independence and The Book of Mormon to MLK's "I Have a Dream" and Beyoncé's performance of "Lift Every Voice." Prerequisite, Two courses in Literature or Religious Studies, or consent of instructors. History, Theme (Same as Literature 349.) Maximum enrollment, 24. Quincy Newell, Benj Widiss.

357 S Seminar: Death, Dying and the Afterlife.
How do humans prepare to die? What happens to the soul after death? What techniques are used to achieve immortality or better afterlife? Examines death and the afterlife from medical, philosophical and religious perspectives, focusing on Buddhism, Hinduism and Islam. (Writing-intensive.) Not open to those who have taken Religious Studies 119 or 248 (Same as History 357.) Maximum enrollment, 12. A Amar.

375 S Seminar: Religion, Art and Visual Culture.
What do the visual arts tell us about religions in ways that written texts alone cannot? How do religious practices actually train religious people to see? Such questions will begin our examination of various media (including painting, calligraphy, architecture, film, and comics) in conjunction with various religious traditions (Christianity, Islam, Judaism, Hinduism, Buddhism). Prerequisite, one course in either art history or religious studies. Required weekend field trip to New York City. Maximum enrollment, 12. Rodriguez-Plate.

[396 S] Seminar: History of Gods.
This historiography course offers a comparative study of how gods have been conceived and venerated in early Mediterranean and Asian societies. Students read liturgical texts, hymns and myths to consider the variety of conceptions of gods and the range of ritual forms used to venerate them across the Euro-Asian continent. Draws from theoretical readings to consider such problems as polytheism and monotheism, myth and ritual. Each student shall determine in consultation with the faculty whether his or her written work will focus on historiography or research. (Writing-intensive.) Prerequisite, one 200-level History course. (Same as History 396.) Maximum enrollment, 16.

Fall 2016 01 (Wilson T)
498 F Senior Project Seminar.
Students perfect research skills necessary for the senior project. Keeping their project in mind, students review relevant literature, develop conceptual and theoretical frameworks, and collect and study source materials. Subsequently they submit a proposal, abstract, annotated bibliography and drafts leading to the final project. Emphasis given to analysis of structural, institutional, and social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and abilities/disabilities. Prerequisite, Restricted to senior majors in Religious Studies. Maximum enrollment, 12. Amar.

501 F,S Honors Program.
A project resulting in a substantial essay supervised by a member of the department. Prerequisite, consent of instructor. Open to qualified students. The Department.

502 F,S Honors Program.
Continuation of the honors project resulting in a substantial essay supervised by a member of the department. Prerequisite, consent of instructor. Open to qualified students. The Department.

Russian Studies

Program Committee
John Bartle, chair (Russian)
Shoshana Keller (History)
David Rivera (Government)
Sharon Rivera (Government)
Franklin Sciacca (Russian)

Russian Studies is an interdisciplinary program focusing on the language, literature, culture, historical development and politics of Russia. The concentration in Russian Studies consists of nine courses: the core courses Russian Studies 221, 222 and 370; five other courses from the list below; and the Senior Project (550), which must include use of Russian language sources. Completion of the Senior Project requires registration in 550. A copy of the description of the senior program is available in Christian A. Johnson 118. Study in Russia may be counted toward the concentration. Honors will be determined by excellence in coursework and the Senior Project. A minor in Russian studies consists of five courses from the list below. All 100-level courses are open to juniors and seniors. In order to fulfill the Social, Structural, and Institutional Hierarchies Requirement, students must complete two of the following courses: Russian Studies 100, 169, 213, 221, 222, 225, or 226.

The first-year Russian language course pays particular attention to the cultural context of the language. Emphasis is placed on the language of contemporary Russian media at the second-year level, followed by the opportunity to begin close reading of Russian literature in the original in 370. Near-native and heritage speakers are encouraged to enroll in any of the Russian Studies courses. The readings can be completed in Russian with permission of instructor. Study in Russia on a semester or year program is strongly recommended for those interested in Russian Studies.

Courses in Translation
[100 F] Murder, Civil War, and Opera.
Ivan the Terrible murdered his heir, and left Russia to face economic collapse and mass hunger without a stable government. Then things got really bad. Did Boris Godunov murder Tsarevich Dmitri? Was the First False Dmitri for real? Only Pushkin knew for sure, but it took Modest Mussorgsky to wrap it up in the greatest Russian opera of all time. This course will explore the relationships between history, art and national identity in Russia. (Writing-intensive.) (Same as History 100.) Maximum enrollment, 18.

105 F Introduction to Russia: Russians and their Relationship to Authority.
Introduction to Russian civilization through an exploration of how Russians view and respond to authority. Use of biographies, historical accounts, film, and fiction to examine the lives of key leaders as well as important societal actors that have commanded respect in Russian, Soviet, and post-Soviet life. No knowledge of Russian required. Rivera, S.

107 F Revolution of the Living Word: Popular Music, Mass Film, Performance, and New Media in Russia.
Survey of twentieth- and twenty-first-century Russian culture. Focus on popular forms like music, mass film, and "stadium poetry," as well as experimental forms like performance, Conceptualist art, and new media. No knowledge of Russian required. Cieply.

169 S Dreams, Visions and Nightmares: Introduction to Russian Film.

Survey of Russian film from its beginnings through the Soviet period to the present. Introduction to Russian culture and to the basic grammar of film analysis. Films include *Strike!*, *Brother*, *Burnt by the Sun*, *The Thief*, and *The Return*. No knowledge of Russian required. Bartle.

[213 F] Politics in Russia.
Examines political processes in Russia after the collapse of communism in the former Soviet Union. Central focus on explaining the rise of multi-party democracy in the 1990s and the subsequent consolidation of authoritarian rule under Vladimir Putin. Topics include the creation of political parties, the state's use of propaganda and the media, the problem of corruption, and the prospects for democracy in the future. Prerequisite, Govt 112, 114, Russian Studies 100, History 221, History 222, or permission of instructor. Closed to first years except with permission of instructor. (Comparative Politics) (Same as Government 213.)

221 F Early Russian History From Rurik to Alexander II.
A survey of Russian history from Kievan Rus' to the Great Reforms of Alexander II. Emphasis on the development of Russia from scattered principalities to empire and the struggle for an identity between Europe and Asia. (Same as History 221.) Keller.

[222 S] Modern Russian History.
Russia from the 1861 emancipation of the serfs to the present. Study of revolution and continuity throughout the modern period, with an emphasis on the multi-national character of the Russian/Soviet state. (Same as History 222.)

225 F Madness, Murder and Mayhem: Nineteenth-Century Russian Literature.
Readings of representative works with emphasis on major literary movements, cultural history, and basic literary devices. Primary texts by Pushkin, Gogol, Turgenev, Dostoevsky and Tolstoy, as well as some critical materials. Not open to first year students. (Writing-intensive.) No knowledge of Russian required. (Same as Literature 225.) Maximum enrollment, 18. Bartle.

[226 S] Sex, Death and Revolution: Twentieth-Century Russian Art and Literature.
Close analysis of major literary and artistic movements of the 20th century, with particular attention paid to the innovations of the avant-garde and the impact of the Bolshevik Revolution on the artistic imagination. Emphasis on the recurring theme of the fate of the individual in a mass society. No knowledge of Russian required. (Same as Literature 226.)

[234 S] The Hero as Failure: Nineteenth-Century Russian Literature.
Why does so much classic Russian literature center on weak male protagonists unable to come to terms with stronger, more adaptable women? This course will explore this repeated pattern both as a reflection of Russian attitudes toward love and as a metaphorical expression of political frustration in a repressive society. Readings to include fiction, plays, and criticism by such writers as Pushkin, Lermontov, Belinsky, Gogol, Turgenev, Chernyshevsky, Dostoevsky, and Chekhov. Prerequisite, A 100-level course in literature. Open to students who have taken LIT/RSNST 225. (History, Theme) (Same as Literature 234.)

[237 S] Russia and the World.
The course will examine Russia's relations with both its immediate neighbors and the West from the Tsarist era to the present. Topics to be covered include: the formation of the Russian Empire, the Cold War, the "Gorbachev revolution in Soviet foreign policy" that ended the Cold War, the evolution of Russian-American relations since the collapse of communism, and the reasons behind Russia's annexation of Crimea in 2014. A central theme of the course will be the evolution of Russian national identity, especially as it relates to Russia's status as an empire and its relationship with the West. Prerequisite, Govt. 112, Govt. 114, Russian Studies 100, or consent of the instructor. (International Relations) (Same as Government 237.)

[270] Heaven, Hell and the Space in Between: Devils and Deities in Russian Literature and Art.

Examination of the portrayals of the cosmic conflict: Good vs. Evil, Heaven vs. Hell, God vs. Satan. The second half of the semester will be dedicated to a close reading and analysis of Fyodor Dostoevsky's *Brothers Karamazov*. (Writing-intensive.) No knowledge of Russian required. (Same as Literature 270.) Maximum enrollment, 18.

[295] Bloodsucking as Metaphor: Vampires, Werewolves and the Living-Dead in Myth, Literature and Film.
Exploration of vampire and werewolf myths in Russia and Eastern Europe, the cult of ancestors in Slavic ritual, folk beliefs and rituals associated with the dead and the so-called "living-dead," and the tradition of "dying-reviving" gods. Transformation of the myths and folklore into the popular cult phenomenon of Dracula in West-European and American literature and film. Particular attention paid to bloodsucking and shape-shifting as political, sexual and medical metaphors. No knowledge of Russian required.

298 F,S Advanced Language and Culture.
1/4-credit class that must be taken in conjunction with a course in English. Additional weekly session to analyze and discuss the material in the original language. May be repeated for credit. Department.

311 F Transitions to Democracy.
Examines the origins and durability of transitions to democratic forms of governance in authoritarian states. Topics include the roles in democratization played by leadership, ethnic diversity, political institutions, and geography. Emphasis on critical reading of the large theoretical and empirical literature on democratization. Case studies will be drawn from the countries of the former Soviet Union and East-Central Europe, although students interested in other parts of the world are welcome. (Writing-intensive.) Prerequisite, One 200-level course in comparative politics or international relations. (Comparative Politics) (Same as Government 311.) Maximum enrollment, 18. S Rivera.

322 F Russia's Destiny: Political Thought from Peter to Putin.
Russian thinkers have long been tormented about where they belong in the world. Imperial Russia wanted to be a great European power, but the Slavophiles argued that Russia had a unique destiny that was neither European nor Asian. The Soviet Union suppressed but never destroyed these ideas, and Putin uses them to legitimize his government. This historiography seminar will study Russian political philosophy with an emphasis on the meaning of history. (Writing-intensive.) Prerequisite, Any 200- level history course. (Same as History 322.) Maximum enrollment, 18. Keller.

[333 S] Topics in Survey Research.
This course will introduce students to basics of survey research, with a particular focus on measuring political, economic, and foreign policy attitudes. The class will analyze and report on the findings of an original survey of Russian elites. (Oral Presentations.) Prerequisite, GOVT 213, HIST 221 or 222, any 200-level GOVT course in comparative politics or international relations, or permission of instructor. (Comparative Politics) (Same as Government 333.) Maximum enrollment, 12.

[345 S] The Soviet Union as a Multi-National State.
The USSR claimed to be a revolutionary political form: a state based on the voluntary union of workers from over 100 different nationalities. The Bolsheviks intended to lead Russian peasants, Kyrgyz nomads and Chechen mountaineers together into the bright Communist future. What they actually achieved is another question. This research seminar explores the concepts of nation, empire and modernization in the Soviet context. (Writing-intensive.) Prerequisite, 221, 222 or consent of instructor. (Same as History 345.) Maximum enrollment, 18.

550 F,S Senior Seminar.
Independent work consisting of the preparation and presentation of a research paper, translation or other project designed by the student. Requires research using Russian-language sources. Open to senior concentrators only. Bartle.

Courses in Russian Language

110 F First-Term Russian.
An introduction to the Russian language in a contemporary cultural context. Focus on development of speaking skills in real-life situations. Cieply.

120 S Second-Term Russian.
Continued development of skills in spoken and written Russian. Intensive use of audio/visual and computer materials. Prerequisite, 110 or equivalent. Cieply.

210 F Third-Term Russian.
Further development of conversation and composition skills, with an emphasis on contemporary topics. Prerequisite, 120 or equivalent. Bartle.

220 S Fourth-Term Russian.
Continuation of third-term Russian. Introduction to the language of popular culture, including contemporary film and music. Prerequisite, 210 or equivalent. Bartle.

370 S Readings in Nineteenth-Century Russian Literature.
Close reading in Russian and English of canonical literary works from the nineteenth century to the present day. Attention paid to problems of translation. Discussion and writing assignments in Russian and English. Not intended for near-native or heritage speakers. May be repeated for credit with permission of instructor. Prerequisite, 220 or equivalent. Department.

[380 S] Advanced Russian II.
Continuation of Russian Studies 370. Works of literature and culture examined in their historical and social context. Particular attention devoted to the improvement of reading and writing skills. Focus on translation questions. Prerequisite, Russian 220 or consent of instructor.

Sociology

Faculty
Daniel Chambliss
Stephen Ellingson, *chair* (on leave spring 2020)
Matthew Grace
Jaime Kucinskas
Mahala Stewart

A concentration in sociology consists of nine courses: 101 or 110, 301, 302, 549, 550 and four additional courses. A Senior Project (550) culminating in a written thesis based on original research is required for the concentration. The Social, Structural, and Institutional Hierarchies requirement will be fulfilled by completing one of the following courses: Sociology 101, 110, 204, 207, 223, 237, 278, 288W, 301W, 319, 323, 327, 329, 354, 361, 367, 373. Prospective concentrators who will be off campus during their junior year are encouraged to take 301 and 302 as sophomores. Candidates for honors must have a 3.3 (88) or better average grade in sociology courses; must submit a thesis receiving a grade of A- or better; and must be approved by a vote of the department faculty. A minor in sociology consists of 101 or 110, 301 and three additional courses.

101 F,S Introductory Sociology.
Sociological perspective on human behavior. Classic and contemporary sociological concepts that further an understanding of the structure, process, stability and change of social life. (Social, Structural, and Institutional Hierarchies.) Not open to students who have taken 110. Grace.

[110] American Society.
An introduction to sociological concepts and methods of analysis through the study of selected aspects of American society. Topics include social class, gender, sexuality, race and ethnicity, sports, medicine, crime and deviance, and popular culture. Not open to students who have taken 101.

[204 F] Social Class in American Society.
Consequences of inequalities in wealth, income, power and prestige. Social mobility, poverty, class differences in values and lifestyles, social class and politics.

208 F Consumer Society and Culture.
Shopping and buying are significant social actions and we use them to analyze various aspects of contemporary society. Our daily lives as consumers shape how we identify ourselves, yet at the same time our choices are shaped by politics, gender, social class, race, ethnicity, and education. This course introduces sociological issues connected with mass consumption and modernity; the global commodity chain that connects producers and consumers, commodity fetishism; sources and spaces of aspirational consumption, such as Starbucks; corporate responsibility in the market; and ethical consumption. Jinwon Kim.

[213 S] Sociology of Culture.
This course introduces students to the sociological study of culture by exploring how sociologists answer the following questions: How does culture work? What makes some types or forms of culture successful or powerful? How are culture and the social word related? How do people use culture to create boundaries between communities, wield power, or change the social order? After Spring Break, we will focus on the sociology of art and will investigate how art worlds are created and change, how reputations are built and why art becomes the locus of social conflict. Prerequisite, one course in sociology or permission of instructor.

[216 F] Sociology of Aging.
The proportion of individuals who are aged in a population has significant consequences for the structure and functioning of a nation. This class will draw on classic and contemporary conceptual and empirical material from sociology in order to explore aging. What is aging, and who are the aged? How do social factors like race, class, and gender influence the experiences and outcomes of aging? How should we prepare for the aging of many nations in the coming decades? This course, which is designed to help students to think conceptually about the major themes that animate aging. Prerequisite, 1 sociology course or consent of instructor.

[223 F] Law and Society.
Examines law as a social institution, examining how the law constructs, and is constructed by, social mores, cultural objects and themes, social structures, and individual and collective actors. A critical perspective toward the idea that law exists apart from the social world in which it exists and operates. Consideration of the importance of race, class and gender in shaping legal discourses and the operation of the civil and criminal justice systems. Prerequisite, 101 or 110, or consent of instructor.

[226 F] The Sociology of Health and Illness.
This course will give students an introduction to the sociological study of health and illness. While sociologists have taken the study of medicine seriously since at least the 1950s, health and illness are phenomena whose relationship to human society and experience are long and complex. In order to explore this reality, this class will draw on the empirical work of historians, anthropologists, sociologists, and even fiction writers to explore the personal and social elements of sickness and health.

229 F Sociology of the Family.
This course takes a sociological approach to studying families. We will start by examining the different meanings of families, as well as major shifts in family life over time. Then we will analyze contemporary families, considering what form intimate relationships take, how people have and raise children, and experiences of aging. We will pay particular attention to how inequalities of gender, sexuality, race, and social class shape experiences of family. Prerequisite, one sociology course or consent of instructor. Stewart.

232 F Poverty and Inequality.
This course will explore poverty and inequality in the United States. Using a sociological perspective, students will identify and examine various causes of poverty. Through poverty's lens, students will focus on the impact of structures and institutions on people's lived experiences and life outcomes. Relationships between poverty and life stage, family, education, healthcare, environment, work, and politics will be explored. The course will examine societal responses to poverty at local community, state, and national levels. (Writing-intensive.) Prerequisite, Sociology 101 or 110. Maximum enrollment, 18. Meredith Madden.

[237 S] Political Sociology.
This course surveys contemporary theory and research in political sociology. We begin with a discussion of conceptual and theoretical approaches to the sociological study of power, authority, politics, and policy. We then apply these approaches to a number of topics in the field, including electoral behavior, collective action and social movements, political leadership, and the formation and development of states and social policies. (Social, Structural, and Institutional Hierarchies.) Prerequisite, One course in Sociology or consent of the instructor.

[240 S] Self in Society.
An intermediate-level course in phenomenological social psychology. Emphasis on the nature of the self, the life world as experienced, the taken-for-granted nature of social life, roles and bad faith, and the routinization of everyday life.

241 S The Asian-American Experience.
How do race and culture determine who belongs in a nation? And how can ethnic minorities be perceived

simultaneously as “model minorities” or “honorary Whites” given a higher economic and educational status, while still seen as forever foreigners? We will seek out answers to these questions by investigating how Asian Americans have strived for social inclusion in the U.S., while being ethnic, by highlighting the intersection of race, class and gender. Prerequisite, 1 sociology course or consent of instructor. Jinwon Kim.

256 S Sociology of Immigration.
This course examines international migration as a social process, with a main focus on immigration to the United States. It provides sociological perspectives to understand why immigration happens, how it occurs, and what consequences and outcomes it produces. We will explore theories of migration and compare and contrast trends in old world and new world migration systems, as well as the American migration experience. Prerequisite, One course in sociology or consent of instructor. Jinwon Kim.

257 F Language, Gender and Sexuality.
Stresses special lessons that anthropology has to teach about the gendered facets of linguistic expression, including the necessity of an approach that is both empirical, including moments of interaction, and critical, exploring issues of power and agency. Considers conceptual benefits and limitations to using gendered difference as a model for sexual difference in the study of linguistic expression. Prerequisite, one course in anthropology or consent of instructor. (Same as Anthropology 257 and Linguistics 257 and Women's and Gender Studies 257.) LaDousa.

[278 S] Race, Class, Gender.
Although we often take race, class, and gender for granted in our daily lives, they are central to how we think of ourselves and how we perceive our experiences. In this class we will analyze race, class, and gender from a sociological perspective, in which we examine how society affects individuals’ experiences in the world, as well as the impact individuals can have on society. Learning to critically analyze these patterns in our society will help us to better understand the ways in which race, class, and gender continue to shape our lives. (Writing-intensive.) Maximum enrollment, 18.

[288 S] Sociology of Religion.
Introduces the primary theories and concepts of the sociology of religion. In particular the course will emphasize how sociologists explain the organization and experience of lived religion largely in the context of North America. Topics include secularization and sacralization; the restructuring of American religion; religion and popular culture; gender, sexuality and power; race; ethnicity and immigration; and religion in the public sphere. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, Sociology 101 or 110 or consent of instructor. Maximum enrollment, 18.

290 F Classics of Western Social Thought.
Reading and discussion of major thinkers in the development of modern Western social thought. Authors include Machiavelli, Rousseau, Burke, Marx, Darwin, Weber, Freud, Mannheim and de Beauvoir. Emphasis on class presentations, debates, book notes and class protocols. Works examined from historical, sociological, psychological and philosophical perspectives. Prerequisite, one course in history or sociology. May count toward a concentration in either history or sociology. (Same as History 290.) Maximum enrollment, 24. Kelly and Chambliss.

301 S Sociological Theory.
Examination of classic and contemporary sociological concepts and perspectives. The theorists covered include Marx, Weber, Durkheim, Freud, Mead, Berger and Luckmann, and Foucault. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, two sociology courses. Maximum enrollment, 18. Ellingson.

302 F Research Methods.
Formulation of a research problem, choice of an appropriate research strategy, execution of that strategy and interpretation of the results. Both qualitative and quantitative methods presented. (Quantitative and Symbolic

Reasoning.) Prerequisite, two sociology courses or consent of instructor. Grace.

305 S Urban America.
Cities are thus prime research sites to analyze everyday 21st-century American life, as many of Americans' identities and daily lives are strongly tied to urban spaces and shaped by their economic, social and cultural powers. This course particularly focuses on contemporary urban issues in American cities, such as industrialization and modern cities, suburbanization, gentrification, poverty, ethnicity, urban branding, and globalization. Prerequisite, one course in sociology or consent of instructor. Maximum enrollment, 12. Jinwon Kim.

[308 F] Issues in Higher Education.
An exploration of major issues facing higher education today, especially as applied to liberal arts colleges, including admissions practices; financing and student debt; challenges of social class, diversity and the integration of first-generation students; sexual relations and assault; the role of digital technology; and the meaning and relevance of liberal arts. Prerequisite, 1 sociology course or consent of instructor. Maximum enrollment, 12.

[319 S] Seminar: Globalization and Its Discontents.
Globalization has been taking place for centuries, but its impact has accelerated over the last hundred years. The effects of globalization are widely debated among passionate supporters and critics. This class aims to explore different facets of the complex, evolving phenomenon of globalization. The course introduces the main debates about the global economy. We will discuss what globalization is. Then we will develop an historical perspective on the roots of globalization. Lastly, we will investigate primary dimensions of globalization such as trade, finance, aid, and migration. Prerequisite, One social science course. Maximum enrollment, 12.

[320 F] Seminar: Advanced Topics in Contemporary Sociology.
Critical examination of key works of contemporary sociological theory and research. Topics include current issues in sociological theory as well as new directions in principal substantive areas of the discipline. Prerequisite, Consent of Instructor. Maximum enrollment, 12.

[323 F] Seminar on Sexuality and Social Theory.
A critical investigation of the place sexuality occupies in social theory. Texts by social theorists will illustrate a variety of intellectual affiliations, including Marxist political economy, feminism, Freudian and post-Freudian psychoanalytic frameworks, and post-structuralist and post-modern perspectives. Examines how conceptions of sexuality figure in theories of social life, including theories of collective action, social organization, the origins and mechanisms of inequality and social identity. Prerequisite, two social science courses or consent of instructor. Some background in reading and analyzing difficult theoretical works (in sociology, political science, philosophy or a similar discipline) is helpful. Maximum enrollment, 12.

[326 S] The Sociology of Mental Health and Illness.
What is mental illness? How have societal views of it changed over time? How do people enter treatment systems? In this course we will examine sociological insights into mental illness, including the "socially constructed" nature of mental illness and the pervasive stigma experienced by those who contend with it. Together, we will challenge our commonly held (mis)conceptions of mental illness. Prerequisite, 1 sociology course or consent of instructor. Maximum enrollment, 12.

[329 S] Seminar on the Social Production of Food.
Examines the production and consumption of food in contemporary societies from a sociological perspective. We will study how food shapes personal identity and communal life; the organizational and institutional contexts food production from farm to table; the role food plays in popular culture and the rise of alternative food movements. Covers such topics as food, communal identity and family; the culture and practices of "Foodies"; the world of the restaurant kitchen; globalization and changes in farming and food consumption. Prerequisite, one sociology course. Maximum

enrollment, 12.

340 F Seminar on Social Movements.
This course examines the origins, actions, and effects of social movements from a sociological perspective. We begin by examining a variety of theoretical perspectives that explain when social movements arise and when and how they can produce social, political, cultural, and/or institutional change. We will then read case studies of specific movements, including movements for civil rights, environmental protection, social security, religious conservatism, and gay rights (among others), to explore mobilization, the culture of activism, tactics and strategy, and movement effectiveness. Prerequisite, a 100- or 200-level sociology course. Maximum enrollment, 12. Yvonne Zylan.

345 F Race, Ethnicity, and Immigration in Urban America.
This class examines the ethnic and racial urban communities of native-born and immigrant populations in an era of globalization. This course discusses both micro interactions between people in these spaces and macro structural forces such as migration, transnationalism and globalization that shape them. Topics throughout the semester include the past and present development of ghettos and enclaves, immigrants and their communities, barrios, social inequality, racial segregation,public housing and urban politics, transnational communities, new ethnic communities, and gentrification. Prerequisite, one sociology course, or permission of instructor. Maximum enrollment, 12. Jinwon Kim.

[356 F] Seminar in Sociological Analysis.
An examination, through the study of a wide variety of contemporary research works, of the modes of sociological explanation; geared to students curious about how social scientists analyze and describe the world. Authors include Massey, Hochschild, Desmond, Zelizer, Collins, Lieberson, Abbott, and others. Prerequisite, 2 courses in Sociology or consent of the instructor. Maximum enrollment, 12.

[361 F] Seminar: Politics and Culture.
Examines the ways that culture — ideologies, symbols, rituals, art, music, film — influences the political sphere and becomes an arena for contentious politics. Special attention will be given to the fall Presidential election campaigns. Topics include revolutions and state-formation, electoral politics, the politicization of social problems, national identity and collective memory, and conflicts over contemporary art, television and popular culture. Prerequisite, one social science course or consent of instructor. Maximum enrollment, 12.

[367 S] Seminar: Organizations and Culture.
Organizations are among the most pervasive features of modern society and culture lies at the foundation of organizational life. This course will help students acquire tools for understanding organizations. We will explore such questions as: how is culture used to organize work, exercise power, and shape individuals' identities? How does culture facilitate or change organizational change? What is a gendered organization? We will examine both for-profit and non-profit organizations in a wide variety of fields (high-tech, health care, the service industry). (Social, Structural, and Institutional Hierarchies.) Prerequisite, One sociology course or consent of the instructor. Maximum enrollment, 12.

368 F Gender, Sexuality & Society.
This course takes a sociological approach to studying gender and sexuality. We will analyze foundational theories and recent developments in the field, including transgender and masculinity studies, while considering how the material relates to our lives. Throughout the course we will focus on inequalities of gender and sexuality in such areas as workplaces, schools, and sports, while considering links to inequalities of race, ethnicity, and social class. Prerequisite, 1 sociology course or consent of instructor. Maximum enrollment, 12. Stewart.

[372 S] Sociology of Disability.
Drawing on scholarship from sociology, anthropology, history and philosophy, this course will explore disability as a deeply embodied experience and at the same time one shaped in the context of families, communities, and societies. Questions the course will explore include: What are the costs and benefits of medical and social models of disability?

What is the relationship between the individual experience of disability and social structures? How are factors like sexuality and class—modified by the challenges and opportunities associated with having a disability? Prerequisite, 1 sociology course or consent of instructor. Maximum enrollment, 12.

[373 S] Seminar on the Constitution and Social Policy.
The United States Constitution is frequently invoked in public and institutional debates over social policy. For example, constitutional arguments have been raised in recent and ongoing policy debates concerning gun violence, marriage recognition, corporate personhood, and education. This course examines the relationship between the Constitution and social policy in American society, considering the ways in which broad social problems and conflicts (and their proposed resolutions) are shaped by American legal discourse. (Social, Structural, and Institutional Hierarchies.) Prerequisite, One social science course or consent of instructor. Maximum enrollment, 12.

549 F Senior Seminar.
For concentrators preparing to write a thesis. Includes exploration of the range of sociological topics, lectures by departmental faculty on research areas and techniques and workshops on bibliographic methods, site selection and access, and writing of research results. Culminates in presentation of a detailed thesis proposal. (Writing-intensive.) Open to senior concentrators only. Maximum enrollment, 18. Ellingson.

550 S Senior Project.
Investigation, through original research, of a sociological topic resulting in a thesis. Open to seniors only. The Department.

Theatre

Faculty
Mark Cryer (on leave fall 2019)
Craig Latrell, *acting chair* (on leave spring 2020)
Sarah Walsh
Jeanne Willcoxon

Beginning with the Class of 2021, a concentration in theatre consists of 10 credits: 100, 102 or 201, 105, 141/2, 212, 303, 307; 550 or 560; and two (2) electives from 200-or-300-level courses.

Concentrators in theatre fulfill the Social, Structural, and Institutional Hierarchies requirement by completing any of the following courses: 100, 102, 141/2, 212, 236, 238, 303 or 307.

Majors should audition or interview for all mainstage productions (Theatre 141 and 142). Theatre 105 should be taken before the completion of the sophomore year.

The Senior Program requirement in theatre may be fulfilled through satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or the composition of a play; or Senior Performance/Production (560), which may be an acting showcase, the directing of a play or designing for a departmental production. Students falling below the 3.0 (85) average may be required to take the research option or to register for an independent study prior to the project as preparation.

Departmental honors will be awarded on the basis of a cumulative record of 92 or above in all courses counting toward the major, satisfying departmental expectations, and distinguished achievement on the Senior Project.

A minor in theatre consists of Theatre 100 and four electives, two of which must be at the 200-level.

100 F Playing—Introduction to Making Theatre: Theory and Practice.
This is the gateway course for all theatre courses. This class combines the study of theatre and drama as it reflects, represents and interprets diverse cultures with a hands-on examination of how theatre is made. Through readings, lectures, discussions and projects the class will explore the ideas, strategies and languages of theatre (acting, directing, playwriting, designing) that theatre artists use to create contemporary theatrical performance. (Speaking-Intensive.) One section for first-year students only; first-years and sophomores. Juniors with permission of the Department. Maximum enrollment, 20. Cryer.

102 S Acting Styles: American Realism.
This course builds upon the ideas and techniques of modern realism and its American adaptations through the works of Uta Hagen and Robert Cohen. Students will gain a foundation in an acting process that includes body and voice awareness and use, sense memory, substitution, emotional memory and character actions as well as scene study. (Speaking-Intensive.) (Proseminar.) Prerequisite, Theatre 100. Maximum enrollment, 16. Cryer.

105 F,S Introduction to Theatre Production.
This will serve as a comprehensive introduction to theatre design and stage craft. Emphasizing hands-on learning experiences, complemented by small group lectures and discussions, the course will explore the fundamentals of stage design, projection design/technologies, set construction, scenic painting and stage and production management and delve into the technologies, tools and techniques used to create the visual world of performance. (Quantitative and

Symbolic Reasoning.) Maximum enrollment, 12. Larson. (Quantitative and Symbolic Reasoning.) 150 minutes of class time and three hours of laboratory. Maximum enrollment, 12. Larson.

[106 S] Out Loud.
Through the introduction of a variety of performance genres, this course develops oral communication, public speaking and public performance skills. Although no prior experience in performance or public speaking is expected, students will learn about and participate in such genres as storytelling, solo performance, hip-hop theatre, spoken word poetry, Sprechstimme and cabaret. Writer/performers to be studied/performed include Tim Miller, Karen Finley, Ntozake Shange, Danny Hoch, Sarah Jones and Bertolt Brecht.

[130] Visual Storytelling: What's a Picture Worth?.
Through the exploration of basic visual elements including color, form, space and movement, students learn to communicate complex ideas and narratives non-verbally. While focusing on performing arts, we will also examine relevant works of fine art, architecture, film and video. Assignments consist of individual and group projects and presentations, putting into practice concepts discussed in class. While no previous art or theater experience is necessary, students should be prepared to face the challenge of expressing themselves outside the realm of written papers and oral presentations. (Proseminar.) Not open to senior Theatre concentrators except with permission of the instructor.. Maximum enrollment, 16.

[140 F,S,Su] Bare Naked Theatre.
Bare Naked theatre is designed to be a 1/4 credit studio course akin to our main stage production, but on a smaller scale. (Speaking-Intensive.) (Proseminar.) Maximum enrollment, 16.

141/142 F,S Production.
The study of theatre through participation (performance, management and/or technical work) in a faculty-directed production. Students must pre-register for this class; for 141F first-year students may register during orientation. Preregistration does not guarantee an acting role. Auditions will take place at the start of the semester, and students not acting will perform a technical/production role. (Speaking-Intensive.) One-half credit. May be repeated for credit. Maximum enrollment, 20. M Cryer (Fall); Latrell (Spring).

201 F Acting Styles: Theatricalism and the European Avant Garde.
20th-century performance aesthetics. Practical exploration of non-realistic theatrical methods, emphasizing challenges to Stanislavskian naturalism in the work of Meyerhold, Artaud, Grotowski and Brecht. Intense text and performance work. (Speaking-Intensive.) (Proseminar.) Prerequisite, 100, or consent of instructor. Maximum enrollment, 16. Willcoxon.

[204] Collaborative playmaking: creating dynamic and original physical theatre.
Students will learn to work together towards a common artistic goal, using all elements of theatre to create performances. This interdisciplinary course will focus on how to create original devised pieces for the theatre using light, sound, movement, text, music and the visual arts. The student will learn techniques to create multi-disciplinary theatrical pieces as well as develop a critical vocabulary to analyze performances. (Proseminar.) Maximum enrollment, 16.

205 Performing Women.
This course examines historical and contemporary performances of women on stage in the US. Using current feminist performance theory the course provides tools for students analysis of text and performance. At the end of the course students move from analysis of text/performance to creation of their own solo performance pieces. (Writing-intensive.) (Proseminar.) Prerequisite, Theatre 100. (Same as Women's and Gender Studies 205.) Maximum enrollment, 16. Jeanne Willcoxon.

[212 S] Scene Design.

A lecture/laboratory course in the design of scenery for the stage. Study of principles of composition, materials and fundamentals of drafting and rendering, eventuating in practical scenic designs with floor plans, elevations, sections and models. (Quantitative and Symbolic Reasoning.) (Speaking-Intensive.) Maximum enrollment, 12.

213 F,S Lighting Design.
An in-depth exploration of lighting and projection design for live performance. The course will cover the process, techniques, equipment and methodologies of these theatre design disciplines. These include; composition, color theory, projection mapping, CAD drafting, as well as lighting for the camera. (Quantitative and Symbolic Reasoning.) Prerequisite, 105. Maximum enrollment, 12. Larson, Jeff.

[214] Sound Design.
Students will learn how a designer develops, communicates and executes an effective and creative soundscape for a theatrical production. The basics of sound technology will be discussed and the student will have the opportunity to record, engineer and execute their own creative content. Focuses on sound as an artistic medium and explore how it can be used alongside other production elements to create the world of the play and convey thematic, emotional and environmental information. (Quantitative and Symbolic Reasoning.) Prerequisite, 105 or 108. Maximum enrollment, 12.

[215] Scene Painting.
Through a series of projects and demonstrations, introduces students to the basic principles of scenic painting for film, television and the performing arts. Topics covered will include color mixing, texture, faux finishing (wood grain, marble, etc.), brush and spray techniques, trompe-l'oeil and large scale cartooning and painting. Prerequisite, 105, 108 or 130, or a 100-level art course. Maximum enrollment, 12.

[216 S] Costume Design: History into Practice.
This studio-type course serves as an introduction to the theory and practice of costume design for theater, film and television. Through a series of lectures, demonstrations and projects students will explore various aspects of costume history and the costume design process. Specific attention will be given to fashion silhouettes and historical periods, as they relate to the assigned texts. Areas covered in the course will include, costume history, script analysis, textiles, life drawing and watercolor rendering. Maximum enrollment, 12.

219 S Puppetry & Object Theatre.
This is a production and performance course to introduce students to the basics of puppetry. It will explore a variety of puppetry techniques. Maximum enrollment, 12. Sara Walsh.

224 S Playwriting.
Introduction to the techniques of realistic and non-realistic playwriting through a variety of exercises and improvisations, culminating in the writing and staging of a one-act play. (Speaking-Intensive.) Prerequisite, Theatre 100 or Creative Writing 215. While no prior acting experience is required, students participate in staged readings of works. (Same as Literature 224.) Maximum enrollment, 12. Latrell.

236 S Outrageous Acts: Avant-Garde Theatre and Performance Art.
An examination of experimental art's capacity to shock and to force us to recognize ourselves from new and unexpected perspectives. The historical, cultural and philosophical origins and influences, as well as exemplary works from the early avant-garde movements (1890-1940) and more contemporary avant-garde theatre and performance art (1950-1990). Discussion of the art, music, literature, theatre and film of Surrealism, Symbolism, Expressionism, Dada, Futurism, Constructivism, Epic, The Living Theatre, Grotowski, Monk, Wilson, Foreman, The Wooster Group, Hughes, Finley. Prerequisite, Theatre 100 or consent of instructor. Latrell.

238 F African-American Theatre from Ira Aldridge to August Wilson.

Study, discussion and oral performance of selected works of drama by African-Americans from the 1860s to the present. Focuses on themes within the plays in relation to the current social climate and how they affect the play's evolution in the context of changing U.S. cultural and political attitudes. Prerequisite, Theatre 100 or a Africana Studies course. Open to sophomores and juniors only, or by instructors signature. (Same as Africana Studies 238.) Cryer.

241 S Theatre for Social Change; Youth and Education.
The course examines how theatre provokes, promotes and produces social change through engaging with youth. (Social, Structural, and Institutional Hierarchies.) (Proseminar.) (Same as Education Studies 241.) Maximum enrollment, 16. Jeanne Wilcoxon.

[244 F] Tragedy: Then and Now.
How did Greek tragedy work in the city of Athens? Athens was a radical democracy but was based on slave labor and the exclusion of women. How is this implied contradiction displayed in the works of Aeschylus, Sophocles, Euripides? But tragedy also has contemporary life. How do these plays transcend their time of production? An opportunity to examine relations of gods/humans, fate/choice, as well as gender, class/ethnicity and sexuality. Readings to include works by Seneca, Racine, Sartre, O'Neill, Heaney, Fugard. (Genre) (Same as Literature 244 and Classics 244.)

248 S Introduction to Queer Theatre.
This course will examine the evolution of queer perspectives and performance practices in dramatic literature and performance, from proto-queer characters in Marlowe and Shakespeare to the origins and growth of the GLBTQ movement, to an "out theatre." We will study works that depict GLBTQ characters and plotlines, their resistance to heterosexist values, and their relation to larger American social and political issues and movements. Playwrights and artists to be discussed include Williams, Crowley, McNally, Durang, Lucas, Miller, Ludlam, Kushner, Vogel, Kron, Huges, and Mac. Prerequisite, Theatre 100, or consent of instructor. Latrell.

[261] Performing Life: Introduction to Performance Studies.
This course introduces the field of performance studies, examining performance in diverse contexts, from everyday life (sports, rituals, politics, television) to more formal settings (theatre, dance, visual art). Performance studies asks "What is performance, and how can we make sense of it?" The field incorporates aspects of theatre history, theory, and practice; anthropology, sociology, and cultural studies. No performance training is required or expected, but students will participate in a variety of hands-on exercises, and will attend and analyze several events. Prerequisite, Theatre 100, or consent of instructor. (Same as Anthropology 261.)

[280 S] Ancient Comedy.
Readings of Greek and Roman comedies in English translation: Aristophanes, Plautus, Terence, Lucian, Apuleius, mime. Discussions of why and for whom comedy is funny, comedic perspective, theories of humor, roles of women and slaves in comedy, cultural values, themes and plots, history of comedy, staging and theatrical technique. May also include class production of a play. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Same as Classics 280.) Maximum enrollment, 18.

[301] Advanced Seminar in Performance.
A performance-oriented seminar focusing on specific areas of performance theory and technique: for example, political theatre, Asian theatre, Latina/o theatre, solo performance, chamber theatre, intercultural or intermedia performance. Addresses the connections between research and performance. Final public performance and/or presentation. Prerequisite, 201 or consent of department. Maximum enrollment, 12.

[302 S] Advanced Acting Workshop: Shakespeare and Company.
Classical texts and contemporary performance. Focus on Shakespeare, language and character. May include other classical dramatists Scene and monologue work, textual analysis, vocal and speaking preparedness, verse and heightened speech, characterization, improvisation and rehearsals. (Speaking-Intensive.) (Proseminar.) Prerequisite,

102, 201 or consent of instructor. Maximum enrollment, 16.

303 F Directing.
Fundamentals of play direction and script analysis. Study of selected directors and directorial problems; the direction of exercise scenes; and direction of a final scene or one-act for public presentation. (Speaking-Intensive.) Prerequisite, Theatre 100 and 105 or 212, or by consent of instructor. Latrell.

307 F History of Theatre.
An introduction to the basic texts of theatre history from classical antiquity to the Baroque era, focusing on the themes of cross-dressing in performance, space and how it shapes theatre, and the representation of reality on the stage. Places performance within social, cultural and historical contexts, and also provides an introduction to non-Western performance. Offered in alternate years. Prerequisite, Theatre 100, or the signature of instructor. Wilcoxon.

[314] Meisner One; Transitions.
Through exercises, performance activities, and presentations, this course provides an introduction to Sanford Meisner's approach to actor training and its requirements for successful transitions to camera and voice over work. Students learn to demonstrate understanding and practical proficiency in executing the exercises and theoretical concepts of Meisner's approach to actor training, as well as learning to maintain connections with others during practical activities, presentations and performances. (Speaking-Intensive.) Prerequisite, 102 and 201. Maximum enrollment, 12.

398 F,S The Study of the Theatre through Production and Performance.
Performing a major role, stage management, dramaturgy or design of scenery, lighting or costumes for a faculty-directed production. Prerequisite, invitation of department. May be repeated for credit. The Department.

550 F,S Senior Thesis.
A project resulting in either a research paper or the composition of a play. Open to senior concentrators only. The Department.

560 F,S Senior Performance/Production.
An acting showcase, the directing of a play, costume, set and/or lighting design for a departmental production. Substantial written component comprising research into the historical, theoretical and socio-cultural contexts of the chosen work. Following submission of the monograph and completion of production, each student will participate in the evaluation of her/his project with an evaluating committee. Open to senior concentrators only. Senior project proposals, written in consultation with faculty, are due at the end of the fall semester of the senior year. The Department.

Women's and Gender Studies

Faculty
Vivyan Adair
Joyce Barry
Dylan Blackston
Margaret Gentry
Anne Lacsamana, c*hair*

The concentration in Women's and Gender Studies consists of nine courses: 101, 201, 301 and 550; two courses selected from among 314, 327, 401, 402 and 405; and three electives. With the approval of the concentrator's advisor, one course focused on women or gender that is not cross-listed with women's studies may be counted toward the electives required for the concentration. Beginning with the class of 2020, students concentrating in Women's and Gender Studies must satisfy the Social, Structural, and Institutional Hierarchies requirement by taking WMGST 101: Introduction to Women's and Gender Studies.

The Senior Program (550) is an interdisciplinary project culminating in a thesis or performance. Students who have an average of at least 3.5 (90) in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the program director.

A minor in Women's and Gender Studies consists of 101, 201, 301, one course selected from 314, 327, 401, 402 or 405, and one elective.

Students without prior courses in the program may enroll in courses above the 100 level with permission of the instructor.

101 F,S Introduction to Women's and Gender Studies.
An interdisciplinary investigation of past and present views of women and their roles, treatment and experiences in institutions such as the family, the state, the work force, language and sexuality. The diversity of women's experiences across age, class, ethnic, sexual, racial and national lines introduced, and theories of feminism and of women's studies discussed. (Writing-intensive.) (Proseminar.) One proseminar section in the spring. Maximum enrollment, 18. Jones, Barry and Lacsamana.

[140] Women in the Ancient Mediterranean World.
An introduction to the roles of women in the ancient world through various sources: history, art and archaeology, law, literature and medicine. Covers the period from Egypt to early and classical Greece and down to the Roman empire, and traces the shifts in attitudes during these periods. (Same as Classics 140.)

[190] Women and Madness.
Examination of historical, cultural, literary, artistic and psychological constructions and representations of women as "mad." Uses feminist sociopolitical perspectives to explore how these representations are connected to topics such as anger, violence, sexuality, race, class, conformity and resistance to female roles, and the psychiatric and psychological communities.

201 S Introduction to Feminist Thought.
An interdisciplinary examination of the history and contemporary practice of feminist thought. Topics include the history of feminist thought in Western culture, the broadening and complication of that canon to include examinations

of race, class, gender, sexuality, ableism and ageism, and the implications of global feminist thought. (Writing-intensive.) Prerequisite, 101 or consent of instructor. (Political Theory) (Same as Government 201.) Maximum enrollment, 18. Lacsamana.

202 F Introduction to LGBTQ Studies.
This introductory-level writing-intensive course will explore sexuality as a category of analysis that intersects with gender, race, class, nationality, and religion. The course will include key historical texts in the field of LGBTQ Studies, as well as current developments. Through writing a series of letters, students will practice the feminist model of combining personal, political, and scholarly perspectives. You will learn to critically analyze prevailing normative assumptions, social and cultural institutions, your own life, Hamilton College, and the wider community. (Writing-intensive.) Maximum enrollment, 18. Stina Soderling.

203 F Women and War: Feminism, Militarism and Nationalism.
Examines the ways war and processes of militarization impact women in developed and so-called developing countries. Accompanying this discussion will be an analysis of women's relationship to the "state" and "nation" during periods of warfare. Readings range from personal narratives written by women who have experienced war first-hand to those actively engaged in revolutionary anti-imperialist struggles. These narratives will be grounded by theoretical readings that explore the ongoing debates and tensions among feminists regarding nationalism, violence, war and militarization. Prerequisite, 101 or consent of the instructor. Lacsamana.

205 Performing Women.
This course examines historical and contemporary performances of women on stage in the US. Using current feminist performance theory the course provides tools for students analysis of text and performance. At the end of the course students move from analysis of text/performance to creation of their own solo performance pieces. (Writing-intensive.) (Proseminar.) Prerequisite, Theatre 100. (Same as Theatre 205.) Maximum enrollment, 16. Jeanne Willcoxon.

[211 F] Women, Gender and Popular Culture.
Interdisciplinary investigation of how popular culture reproduces gendered identities and racialized differences. Feminist theories of popular culture will inform examinations of racial stereotypes and heterosexist conventions in diverse forms of popular culture (films, fiction, non-fiction, television, music, the internet) from 1980-present in both mainstream and sub-cultural contexts. Analysis of popular culture's commodification of contradictory versions of "womanhood," as well as how women's self-representations pose complex questions of agency and resistance in the culture industry. Prerequisite, one course in women's studies or consent of instructor.

[214 F] Queer Literature and Film.
Examination of the historical and theoretical constructions of sexual and gender identities through the literature and film of the late 19th c – present. The course will explore a range of issues including the emergence, normalization and regulation of heterosexuality and "homosexuality" as categories of identity; intersections with race, class and queerness; transgender identity and subjectivity; constructions of the "family" among others. Our analyses of LGBT literature and film will be grounded by contemporary debates in feminist, gender, and queer studies. (Writing-intensive.) Prerequisite, one course in women's studies or consent of instructor. (Same as American Studies 214.) Maximum enrollment, 18.

215 S Education, Teaching and Social Change.
This course will analyze teaching as an act of social justice in response to fundamental societal problems and institutionalized inequalities embedded in educational institutions. Through the lenses of critical theory, intersectionality, and pedagogy this course examines educational practices and policies and explores critical methodologies for decolonizing and transforming education in the classroom and beyond, liberating learners, and creating just educational spaces. This course requires field study at the Highlander Center in Tennessee. (Writing-intensive.) Prerequisite, EDUC 200, course in the social sciences, or permission of instructor. (Same as Education

Studies 215.) Maximum enrollment, 16. Meredith Madden.

[222] Race, Gender and Culture.
A critical philosophical examination of the normative categories of race, gender and culture. Topics include the origin, character and function of racial, gender and social identities. Analysis will focus on questions concerning the malleability of these identities, as well as questions concerning their psychological and social significance. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Open only to 1st and 2nd year students. (Same as Philosophy 222 and Africana Studies 222.) Maximum enrollment, 18.

[223] Critical Intersectionality: Re-Inserting a Power Analysis.
The concept of "intersectionality" and its political and theoretical foundations are arguably one of the most important contributions by women of color feminist scholars and activists to the social sciences and to practice arenas such as diversity education and organization development. Since its popularization, the meaning of the concept has been diluted, too often used only to identify and acknowledge multiple identities, thus leading to cultural relativist perspectives on social justice struggles. This course will trace the origins of the concept, delineate the structural features that give significance to an individual's multiples identities and complicate collective identities, and identify various ways in which a critical intersectional analysis can provide fuller understandings of individual experiences and subjectivities, organizational policies and practices, and the social, economic, and political forces that shape them, often in contradictory ways. Prerequisite, 101 or consent of the instructor.

[224 S] Gender, Space and Identity in the African Diaspora.
This course examines how racialized and gendered identities are made in relation to space. How does gender intersect with race, class and other power relations embedded in the places we live? How do women and men come to occupy different places in the world – literally and figuratively – or occupy the same places in different ways? Case studies focus on identity making in relation to the body and the course more broadly focuses on the intersection of race, class, gender, sexuality, and ethnicity as matrices of social and structural power relations and hierarchies. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) (Same as Africana Studies 224.) Maximum enrollment, 18.

[225 S] Women, Law, Public Policy and Activism in the Contemporary United States.
An examination of feminist analysis of legislation and legal theory; public, educational and social policy; and legal/policy activism in the U.S. Opportunity for law or public policy research and/or internship in area. (Writing-intensive.) Maximum enrollment, 18.

231 F Art & Feminism.
This course examines the ways feminist ideas have challenged us to re-think art & art history, both past & present, particularly with respect to feminism's mandate to consider race, class, sexuality, and other aspects of social location alongside the interrogation of gender. Thematic concerns include the institutions & structural conditions within which marginalized artists have worked and continue to work; the challenges of representation & self-representation that black/queer/female artists encounter; and the innovative forms of feminist art & activism that have shaped culture more broadly (Same as Art History 231.) Susan Jarosi.

[235 F] Women in Modern Asia.
Key dimensions of women's relationships to colonial and national states in Asia during the 20th century. Introduction to distinct cultural systems in Asia with emphasis on how religion, ethnicity and class shape lives of women in Asian societies. Roles of women in politics, economics and social reform under both colonial and national states. Extensive use of biography, autobiography and memoir. (Social, Structural, and Institutional Hierarchies.) (Same as History 235.)

237 S Medieval Women: Writing and Written.
How did medieval women authors engage with a literary tradition that too often, as 14th c. writer Christine de Pizan lamented, declared that "female nature is wholly given up to vice"? Readings from English and French authors

including Christine, Marie de France, Margery Kempe, Julian of Norwich, and Geoffrey Chaucer; anonymous tales of women saints, cross-dressing knights, and disobedient wives; “authoritative” writings about women (inc. religious and medical tracts and a manual on courtly love). We will investigate how these texts both created and challenged gender roles in the Middle Ages. Prerequisite, One course in literature; no prior experience with Middle English required. History or Identity and Difference) (Same as Literature 237.) Katherine Terrell.

[247 S] Religion and Gender in American History.
In this course students examine the ways in which religious ideas have shaped Americans’ conceptions and performances of femininity and masculinity, and vice versa. Using case studies from the colonial period through contemporary times, we will explore the ways in which religion both constrained the performance of gender and the ways women and men found (and, sometimes, created) liberating resources within religious traditions. We will pay particular attention to the intersection of religion and gender with race, class, and sexuality. (Same as Religious Studies 247.)

[255 S] Gender and Environment.
The theoretical, historical and material links between gender and the natural world. We explore how the social category of gender relates to environmental issues, but also focus on how other human differences based on race, class, sexuality and nation connect to the so-called "non-human environment.” The course begins with feminist historical and theoretical analysis of the links between gender and environment, including examinations of Ecofeminism and Deep Ecology. Building on this foundation, we then explore Health and Technology, Environmental Justice, and Global Climate Change. (Writing-intensive.) (Same as Environmental Studies 255.) Maximum enrollment, 18.

257 F Language, Gender and Sexuality.
Stresses special lessons that anthropology has to teach about the gendered facets of linguistic expression, including the necessity of an approach that is both empirical, including moments of interaction, and critical, exploring issues of power and agency. Considers conceptual benefits and limitations to using gendered difference as a model for sexual difference in the study of linguistic expression. Prerequisite, one course in anthropology or consent of instructor. (Same as Anthropology 257 and Linguistics 257 and Sociology 257.) LaDousa.

[278 F] The Straight Story?: Rethinking the Romance.
A study of the ways in which various forms of sexual desire (overt or closeted) drive the plot of literary works. How is desire constructed? How have authors used, manipulated and resisted the marriage plot for aesthetic and political ends? Special attention to works by gay and lesbian authors. Readings, which include works of theory as well as imaginative texts, to include such authors as Austen, Diderot, Balzac, Zola, Wilde, Baldwin. (Social, Structural, and Institutional Hierarchies.) (Theme or Identity and Difference) (Same as Literature 278.)

289 S Students Leading the Change for Racial and Gender Justice: Identity, Agency, Transformative Leadership.
This leadership project brings together students, faculty, and staff from Hamilton College and comparable institutions for two main purposes. One is to promote an intersectional understanding about raced and gendered campus climates that give rise to a range of damaging experiences, from the more subtle micro-aggression to hate crimes and sexual assaults and rape. The other purpose is to develop organizing strategies to create diverse, safe, and just campuses. This course includes a required field study at the Highlander Center in Tennessee, March 19-24. Prerequisite, Intro level course in either WMGST, AFRST, or SOC. (Same as Africana Studies 289.) Maximum enrollment, 12. Margo Okazawa-Rey.

301 F Feminist Methodological Perspectives.
An interdisciplinary exploration of feminist methods of social analysis. Emphasis on how feminist inquiry has transformed how we think about and study gender in the sciences, social sciences, arts and humanities. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 18. Barry.

[303/403 S] Representing Gender in Latin America.
Approaches gender studies through critical analysis of Latin American literature, film and social movements. We study representations of femininity and masculinity in Latin American culture and their historical roots, considering traditional gender roles and more contemporary attempts to break with social expectations linked to sex and gender, as well as the complex interactions of gender with nationality, class and sexual orientation. Discussions center in issues of representation, identity and "equality." Readings include both literary texts as well as gender theory. (Proseminar.) Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Taught in Spanish. (Same as Hispanic Studies 303/403.) Maximum enrollment, 16.

310 S Crossings and Transgressions: On Migration and (Im)Mobilities.
The current global moment is marked by border-crossings and border-transgressions where not only people are on the move, but also ideas and images about them. The refugee, the migrant, the domestic worker and the terrorist—itinerant figures of different orders—inspire narratives about what constitutes "human nature" and inhumane practices. This course explores the multiple meanings of mobility and stasis by examining the (dis)placements and circulations of people, things, and ideas along with the (folk)tales that accompany migration and related discourses on race, gender, and sexuality. Prerequisite, Anth 113 or approval by instructor. (Same as Anthropology 310.) Maximum enrollment, 12. Mariam Durrani.

[311 F] Black Women's Experience in the United States.
Examination of the experiences of black women in the United States from 1800-2006. Emphasis on the intellectual history of black women. Topics include the legacy of slavery, the role and influence of religion and the black church, the history of black women's education, the development of black feminism, the roles of and attitudes toward black lesbian and bisexual women, the role and impact of black women in popular culture and music. (Writing-intensive.) Prerequisite, 101 or consent of instructor. (Same as Africana Studies 311 and American Studies 311.) Maximum enrollment, 18.

314 F Seminar: Feminist Perspectives of Class in the United States.
Examines class and class struggle as it is associated with ethnicity, nation, race, gender and sexuality in the United States. Uses representations of class and class struggle in history and in contemporary literary, cinematic, social change movement and academic texts. Prerequisite, one course in women's studies, sociology, economics or consent of instructor. Maximum enrollment, 12. Adair.

[323 F] Gender, Health and Technology.
This course is an interdisciplinary, cultural studies examination of the intersections between gender, health and technology from a global perspective. This course explores the ways in which social identities of gender, race, class, sexuality, nationality, ability and so forth are relevant to studies of health and technology. The course will be theoretically and historically grounded by feminist critiques of science and technology, and explore the following topics: sexual and reproductive technologies, body modifications, and environmental toxicity and human health. Prerequisite, Any Women's Studies course or consent of the instructor. Maximum enrollment, 12.

325 S Sexuality and Gender in Greece and Rome.
This course examines issues of sex, sexuality, and gender in the ancient societies of Greece and Rome through the study of literature, art, sociology, and science. We will investigate the representation of gender cross-culturally over time to learn what we know, and what we can't know, about the lives of ancient men and women, their interaction, communication and their roles in culture and society. Particular attention will be given to the lives of women, whose voices are often underrepresented in Greek and Roman literature and historical records. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, 1 course in Classics or Women's Studies. (Same as Classics 325.) Maximum enrollment, 18. Jesse Weiner.

327 S Seminar on Aging.

Focuses on experiences of aging with attention to midlife and beyond. Examines images of aging in literature, film and media; ageism and its interconnections with race, class, sexual and gender identity; the relationships of aging to experiences of the body, health, economic issues, social and familial relationships; and death and dying. Considers how changing age distributions in the United States influence intergenerational relationships and social policy. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12. Gentry.

328 S Trans* Studies and Politics of the Body.
This course introduces students to the central issues of transgender studies and familiarizes them with emergent work in the field, including work that draws on critical methodologies developed in other fields. Students will learn how trans* embodiments are inflected by race, class, gender, and location, and will gain an understanding of the fields of power in which these embodiments and claims to identity take shape. Students will also engage how transgender studies, as a field, moves us both through and beyond personal narratives of medical and social sex/gender transition. Prerequisite, 101 or consent of the instructor. Dylan Blackston.

[329 F] Seminar on Gender and Disability.
This seminar examines how disability operates as a category of analysis. Focusing on how disability intersects with gender, race, class, sexuality, religion, and nationality, particular attention will be given to feminist disability theorizing. We will also examine the ways in which the production of knowledge relies on able-bodied norms. We will think through the implications of traditional classroom arrangements and modify traditional means of teaching and learning as need be. Projects will address representations of disability broadly, including Hamilton's campus and the local community. Prerequisite, 101 or consent of the instructor. Maximum enrollment, 12.

333 F Geographies of Race and Gender.
Examines how "natural" differences of gender and race are created through discourses, images and everyday practices in particular spatial contexts. Using historical and fictional texts, ethnographies, theoretical discussions and films the course explores the production of racial and gender differences in European development and imperialist expansion. Focuses on three historical periods in the production of racialized and gendered geographies: plantation/slave societies in the Americas, African Colonialism, contemporary globalization and ethnic diversity in Europe. (Same as Africana Studies 333.) Maximum enrollment, 20. Merrill.

[334 S] Kitchen Culture: Women, Gender and the Politics of Food.
A cultural studies examination of women's long-standing association with the private space of the home, in particular the kitchen, and the production and consumption of food. Grounded by feminist theoretical discussions of domesticity, the class analyzes how notions of family, community and cultural practices connected to food are differentiated by race, class, ethnicity and nationality. Prerequisite, 101 or consent of the instructor. Maximum enrollment, 12.

337 S Medieval Women and the Written Word.
How did medieval women authors engage with a literary tradition that too often, as 14th c. writer Christine de Pizan lamented, declared that "female nature is wholly given up to vice"? Readings from English and French authors including Christine, Marie de France, Margery Kempe, Julian of Norwich, and Geoffrey Chaucer; anonymous tales of women saints, cross-dressing knights, and disobedient wives; "authoritative" writings about women (inc. religious and medical tracts and a manual on courtly love). Attention to the origins of these texts as they both create and challenge medieval gender roles. Prerequisite, A 200-level course in literature; no prior experience with Middle English required. History or Identity and Difference (Same as Literature 337.) Terrell.

343 S Seminar: Women Writing Against the Grain.
A comparative investigation of U.S. women writing their own stories through the genre of autobiography in the 19th and 20th centuries. Attention to theoretical and practical questions of ideology, genre, language, audience and reception. Particular focus on women's self-representation as hegemonic transgression at the intersections of race, class, gender, sexuality, nationality and ableism. (Writing-intensive.) Prerequisite, One course in Women's Studies and some

coursework in comparative literature or literary theory or consent of the instructor. (Same as Literature 343.) Maximum enrollment, 12. Adair, Vivyan.

348 F Queer and Trans Visual Cultures.
This course examines what it means to "queer" or "trans" visual and performance-based media. It offers an interdisciplinary investigation of queer and trans representation, and both the possibilities and limitations of positive images and mainstream LGBTQ visibility. It also examines how visual productions of trans and queer identities are produced alongside and through racial, ethnic, religious, regional, and class identities. In connection with course readings, students will study film, photography, painting, installation, and performance art. Prerequisite, Any WMGST or Cinema and Media Studies course or consent of the instructor. Maximum enrollment, 20. Dylan Blackston.

[372 F] Unraveling Cleopatra.
Cleopatra was a witness to and a shaper of the history of ancient Egypt and the late Roman Republic. To posterity the historical Cleopatra is an enigma, but her image in film, literature, art and popular culture is ever present. Through authors such as Horace, Plutarch, Shakespeare and George Bernard Shaw and through cinematic treatments from the 1940s-1970s, explores how the historical figure of Cleopatra became both the signifier and embodiment of sexual and racial politics across historical periods. (Writing-intensive.) (Social, Structural, and Institutional Hierarchies.) Prerequisite, one course in classical studies or Africana studies. (Same as Classics 372 and Africana Studies 372.) Maximum enrollment, 18.

[377] Latinx Experiences in the United States.
Rigorous examination and historico-political analysis of U.S. Latinx literary production and poetics with focus on short story and drama (including performance art). Examination of construction and critiques of self, gender, society and political and sexual identities. Course analysis framed by feminists literary theories and criticism, and anti-racist pedagogy. Authors will include Ana Castillo, Sandra Cisneros, Cherríe Moraga, M. H. Viramontes, Nicolasa Mohr, Migdalia Cruz, Marga Gómez. Prerequisite, two 200-level courses in literature or consent of instructor. No knowledge of Spanish required. Taught in English. (Same as Hispanic Studies 377.)

379 S Transnational Feminist Frames.
This course looks at the work of (women) filmmakers with South Asian and Iranian ties to ask how contemporary visual culture figures gender and sexuality. It spans national and regional borders to examine contextual and formal challenges artists navigate as they probe the complexity of gendered lives. Amanpour (A Girl Walks Home Alone At Night, 2014), Chadha (Bend It Like Beckham, 2002), Makhmalbaf (Blackboards, 2009), and Sumar (Silent Waters, 2003), and others. How do notions of gender, sexuality, and nation shape film form? How might form be used to think anew about such social structures? (Social, Structural, and Institutional Hierarchies.) Prerequisite, A 200-level course in Literature, Women's and Gender Studies, or permission of the instructor. Identity and Difference or Theory (Same as Literature 379.) Sundar, Pavitra.

391 F Queer/Feminist Literary Theory.
Contemporary feminist and queer theories have a close connection to literature; they emerged from and later transformed literary studies. We will discuss selected theoretical writing, as well as creative texts from the late nineteenth century to the late twentieth century: fiction, plays, and films. Conversations will center around questions of identity and performativity, and the intersections of gender, sexuality, race and class. Readings to be drawn from the following: Oscar Wilde, Radclyffe Hall, James Baldwin, Audre Lorde, E. M. Forster, Virginia Woolf, Tony Kushner, Cherrie Moraga. Prerequisite, At least one course in Literature and/or Women's Studies, or consent of instructor. (Theory or Identity and Difference) (Same as Literature 391.) N Rabinowitz.

401 S Seminar: Theories of Sexuality.
This course introduces students to a range of historical and contemporary theories of sex and sexuality, including those that have developed in medical, scientific, sexological, and social scientific discourses. Students will examine

constructions and practices of heterosexuality, LGB, and queer sexualities. We will explore sexuality as it is mitigated by race, class, gender, location, and citizenship status. Students will engage questions such as: how do we do sexuality? How did sex, as a binary, develop and how is it challenged? How does this shape our views of sexuality? Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12. Blackston, Dylan.

402 F Seminar on Global Feminisms.
Comprehensive examination of global feminism, focusing on the rise of women's movements for economic and social justice. Attention to the role of socio-cultural constructions of femininity and masculinity; issues of violence against women and children; poverty; economic, sexual and civil rights; immigration and citizenship; global migration; and the construction of identity by dismantling national and transnational relations of exploitative power regimes. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12. Lacsamana.

405 F Seminar: Black Feminist Thought.
Interdisciplinary examination of the tradition of black feminist thought as it spans African and African-American heritages.Exploration of how black women are not simply victims of oppression but visionary agents of change.Areas examined include history, literature,music,art,education, sociology and film. There is intersectional analysis of the social, structural, and institutional hierarchies within the identities of women of African descent (gender/transgender, race, white supremacy, sexual/affectional orientation, class, color, and ability). Prerequisite, one course in women's studies or consent of instructor. (Same as Africana Studies 405.) Maximum enrollment, 12. Haley.

[412 S] Seminar: Feminist Epistemologies and Decolonizing Knowledges.
How do we know what we know? What is "real" and "true"? How are feminist epistemologies distinct from other taken-for-granted ways of knowing? How has "knowledge" and knowledge-production been central to colonial and imperial projects of the 19th and 20th centuries and what are their present-day influences? What would it take and what would it mean to "decolonize" knowledge? These and other important questions will guide the critical exploration from feminist perspectives. Prerequisite, 101 and another course in Women's Studies or consent of the instructor. Maximum enrollment, 12.

415 S Race, Class, Gender, Sexuality, Nationality and Ableism and US Education.
An examination and analysis of intersectionality and the interplay of race, class, gender, sexuality, nationalism and ableism in US education, historically, sociologically, and in terms of policy and praxis in the lives of students and educators. Prerequisite, One course in Women's and Gender Studies and/or Education Studies. (Same as Education Studies 415.) Maximum enrollment, 12. Vivyan Adair.

550 F,S Senior Program.
A project or thesis on a topic in women's studies. Limited to senior concentrators and interdisciplinary concentrators with a focus on women's studies. The Department.

Writing

Faculty
Maurice Isserman, History
Margaret Thickstun, English

Special Appointment
Sharon Williams

Writing is a central focus of the academic mission of Hamilton. All students must complete the Writing Program by passing at least three writing-intensive courses, each taken in a different semester. For detailed information on the writing requirement, see "Standards for Written Work" under "Academic Regulations." A complete list of writing-intensive courses is published each semester in the pre-registration materials from the Office of the Registrar.

Note that there is no concentration in Writing.

The following courses offer intensive focus on the development of writing skills.

[111 F] Adventure Writing.
Students will learn the basics of good writing through writing about their own outdoor experiences and writing about the history of exploration and mountaineering. Readings will range from the 1804-06 journals of the Lewis and Clark expedition to books about contemporary Himalayan mountaineering. Students are required to take two class trips to the Adirondacks on Saturdays during the semester: a one-day canoe trip in September, and a one day climbing trip in October. (Writing-intensive.) (Proseminar.) Open to first-year students only. Students may take only one 100-level course in Writing. Maximum enrollment, 16.